

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions on the basis of those findings, the suggestion could be made.

5.1 Conclusion

After the researcher conducted the implementation of the strategy, the students' skill in writing recount text improved. It was known from the result of the test score from preliminary study, cycle 1 and cycle 2. The researcher knew from the students' responses while teaching and learning process, photograph sequence strategy was interesting. They did not confused on how to make recount text and enjoyed it during teaching and learning process. The students could use the proper tenses in writing recount text after implementing this strategy. They knew how to arrange the sentence well.

Moreover, some students who made a lot of noise and could not pay attention in the first cycle can be solved by giving more loudly explanation and different photograph sequence. Its function was to make the students focused and paid attention to the strategy. The teacher also guide and gave attention to each student of them. The students who lack of vocabulary could be solved by opening their own dictionary while they are writing recount text. They also did the activity seriously. The researcher concluded that photograph sequence strategy could

improve the students' skill in writing recount text. The students' score of writing also could be improved by using this strategy.

The result of students' scores in preliminary study shown that the students' skill in writing recount text needed to improve, because their scores were low. The researcher found that from the 40 students, there were 22 students or who took the test got scored < 75 or 45 % of them could not reach the Minimum Mastery Criterion (KKM). So, it means that the result of preliminary study could not achieve the criteria of success. Thus, that the students' skill in writing recount text was low. To improve the students' writing ability in recount text, the researcher did this classroom action research.

From the first cycle, it was shown that the number of the students who passed the test in making recount text increased than before. There were 28 students or 70 % who passed the test and 30% failed because they could not achieve the Minimum Mastery Criterion (KKM) score. So, it need to do more application method and should be continued to the next cycle until achieves 75 % or more of the students who achieve the criteria of success. After doing the second cycle, it was shown that the number of the students had achieved the criteria of success, from the result it shown that 32 students or 80 % of VIII-H students of SMPN 1 Ngunut passed the minimum mastery criterion (KKM) score and could achieve the criteria of success.

The reseracher in this research used modified strategy from photographs and pictures sequence. The model of teaching recount text that is used by the

researcher are; the first, the researcher as the teacher explains and gives the example of recount text, explain about the generic structure and tenses of recount text, introduces photograph sequence strategy, explain the strategy or the way to use it as clear as possible. Then, The teacher gives instruction how to apply the strategy The teacher gives instruction to the students to write a recount text based on the title which is prepared by the teacher in photograph sequence. The photographs sequence is arranged by using movie maker and displayed by using projector in front of class.

In conclusion, from the result of preliminary study, cycle 1, cycle 2, it can be seen that the photographs sequence strategy could solve the problems and improve the students' skill in writing recount text. The contribution for the teachers is if they find the problems of writing recount text, they can use this strategy to solve the problem.

5.2 Suggestion

Based on the result of classroom action research, the researcher addressed to the students, English teacher, and also next researchers. For the students, they are suggested to be more active during the teaching learning and they can write recount text well toward the phototgraph sequence that is displayed in front of class. They also suggested being more paid attention to teacher explanation.

For English teachers, the teacher is suggested to be more active in determining the strategy in teaching writing . It's better for the English

teacher to use interesting teaching media and also benefits school facilities such as LCD projector. The teacher can use photograph sequence as one of alternative strategy to improve students' skill in writing recount text

For the next researchers, it is very expected to develop photograph sequence strategy better and further to help students to improve their writing recount text . So, the more research has done, the more contributions given for better education, especially in English teaching and learning.