

V. CONCLUSSIONS AND SUGGESTIONS

In line with the result of the research, the conclusions and the suggestions are formulated like the followings:

A. Conclusions

Considering to all data gathered and result analysis from teaching and learning process in this classroom action research, some conclusions are drawn up as the followings:

1. Referring to the research, it can be seen that the use of scrambled sentences practice can improve students' writing ability to produce recount text as well as their achievement. It is supported by the increase of the students' result from 18 students (53.33%) in Cycle 1 who got score 70 or more to 25 students (83.33%) who got score 70 or more at Cycle 2. The increase is about 30% for the learning product. The students' improvements on achievement are in each component of writing that involved content, organization, vocabulary, language use, and mechanics described as follows:

a) Content

In the first cycle, most students were still poor in developing the topic. However, the second cycle shows improvement on students' content aspect since they are able to write more details in their writing.

b) Organization

Students' writing organization is quite good after scrambled sentences practice has been implemented in the second cycle. They just follow the order of the sentences characterized by time connectives and sequence of events in the sample of the text which resulted in their well-organized writing. Therefore, the use of scrambled sentences practice is suitable for teaching recount which is characterized by sequence of events.

c) Vocabulary

By using scrambled sentences as the media, after the second cycle is conducted, the students are able to use appropriate and effective words or idioms in telling story referring to their own experience by using the text that has been rearranged as an example. Besides, in the second cycle, the use of dictionary is very useful in providing the appropriate vocabularies for the students.

d) Language use

In terms of language use, the students practice in constructing simple or complex sentences when they write recount text referring to the text that has been rearranged. From the result of the students' writing in the first cycle, many students still get difficulties in using simple past tense

as one of the characteristics of recount text, but after conducting the second cycle, the students are able to use appropriate tenses in their simple and complex sentences.

e) Mechanics

In terms of mechanic, the students can use the appropriate mechanics needed in their writing. The students do not make serious errors in mechanic components since the use of mechanic is not so different from Indonesia. In addition, the students occasionally make errors of spelling the words because the teacher wrote the words on the board.

2. The use of scrambled sentences practice gives good effect in students' learning activities. The indicator of students' learning activities is fulfilled after the second cycle is conducted. Scrambled sentences practice provides the students with active learning during teaching and learning process. This can be seen from the result of research observation. It shows that at Cycle 1 there were 21 students (70%) actively involved in teaching and learning process while at Cycle 2, there were 26 students (86.67%) actively involved in all activities. The increase is about 16.67% for the learning process. Some students are more actively involved in the teaching learning process better than what they did in the first cycle. This result shows that scrambled sentences practice can improve the students' participation in teaching and learning process.

B. Suggestions

Referring to the data in the previous chapter and the conclusions above, some suggestions are offered as follows:

1. Considering the advantages of scrambled sentences practice, it is suggested that English teacher can apply scrambled sentences practice as an alternative technique in teaching recount text. However, the teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friends in getting information or in finding the meaning of words. The students will be more independent in getting knowledge.
2. The English teacher is expected to use scrambled sentences practice in order to reinforce vocabulary and other elements of writing, e.g. content, language use, and mechanics through organization of the text because it can help the students to make the result of writing logically and systematically.
3. For further research, since it has been proved that scrambled sentences practice can improve students' writing ability to produce recount text, the next researcher can conduct the research with different genre of text, such as narrative, procedure, anecdote, descriptive, explanation, exposition, hortatory, news item, report, or review to support the extend theories about teaching writing by using scrambled sentences practice.