

V.CONCLUSION AND SUGGESTION

5.1. Conclusion

In reference to the result and discussion, the researcher draws some conclusions as follow:

1. The implementation of Paragraph Puzzle can be used to increase the students' narrative text writing ability in the second year of SMP Tunas Harapan Bandar Lampung. It can be proved from increase of students' average score in the pre test and post test of experimental class. That is from 35.25 up to 70.95.
2. The implementation of this technique in experimental class can be used to increase scores in three components of writing, they are; Organization, Content and Mechanics. In Organization, the increase of this component is 18.82 (from 12.83 to 31.65) because students can write narrative text fluent and all of the sentences in logical arrangement. For Content the increase of this component is 12.9 (from 10.65 to 23.55), because the students have mastered the use of expressions of the sentences. And mechanics (3.58), from 11.85 to 15.43, because the students have mastered the use of correct convention. But control class shows different average score from experimental class where the increase is not significant as experimental class. In organization, the increase of this component is from 14.55 to 18.95 because students still can not write narrative text well and all of sentences are still incorrect arrangement. For content, the increase of

this component is from 9.05 to 11.05, because the students have not mastered yet the use of expressions of the sentences. And mechanics is from 11.68 to 12.71, because the students have not mastered yet the use of correct convention.

5.2 Suggestion

In line to the conclusion above, some suggestion can be listed as follows:

1. Suggestions to the teacher

a. English teachers are recommended to apply Paragraph Puzzle as one of the ways in teaching narrative text writing because it can help the students who still have problem in expressing their ideas in written form. For example, the teacher may use an interesting topic, such as fable.

b. From the result, the lowest increase of component of writing is mechanics.

Therefore, the writer suggests that the teacher should give examples of use and more exercises on this component of writing. For instance, the teacher gives a paragraph with all the mechanic marks omitted then the students fill the blanks with the right convention.

2. Suggestions to further researchers

a. The researchers applied Paragraph Puzzle to increase the students' narrative text writing ability. Further researchers should apply other forms which stimulate students to arrange sentences such as jumbled sentence practice and scrambled sentences.

b. In this research, the researcher conducted Paragraph Puzzle to help students in junior high school, especially in narrative text. Further researchers can conduct this technique in different level of students