

V. CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion based on finding and discussion of the data analysis.

5.1 Conclusion

Based on the discussion of the research finding on the previous chapter, the researcher came to these following conclusions:

1. Process Genre Model helps the students to increase their recount text writing ability. It can be seen from the result score of this research that the mean score of pre-test is 67.65 and the mean score of post-test is 84.24. It means that the increase of the students' score is 16.59 with the level significance 0.00.
2. Process Genre Model helps the students to have the knowledge of writing aspects. It can be known from the increase of students' score in each aspects of writing. For content aspect, the mean scores increase from 12.8 to 16.9 and the increase is 4.1. For organization aspect, the mean scores increase from 13.8 to 16.7 and the increase is 2.9. For vocabulary aspect, the mean scores increase from 14.7 to 17.1 and the increase is 2.4. For grammar aspect, the mean scores increase from 12.6 to 16.7 and the increase is 4.1. And for the last aspect, mechanics, the mean scores also increase from 13.5 to 16.7 and the increase is 3.2.

5.2 Suggestion

Based on the data in the previous chapter and the conclusion, some suggestions are recommended:

✓ To the teacher:

1. Considering the advantages of PGM, the researcher suggested that English teachers of the class apply PGM as an alternative way in teaching writing especially recount text. It is supported by the findings that PGM not only can help the students to increase their ability and help the students use their individual writing processes to construct a text in a familiar genre but also increase the teacher' performance and the student's participation in classroom.
2. The teachers should teach the students through all stages. It means that the students are exposed to the text models before they are asked to produce or write their own texts. By understanding the specific features of certain texts, the students are expected to have knowledge that is necessary in producing texts independently.
3. The teachers should be creative to develop the way they teach. The teachers do not ask the students to write based on the picture or topic that has been prepared in the text book without checking their ability in mastery aspects of writing. But the teacher must create the activities that make the students more active in teaching learning process.
4. The teacher should create the situation of "learning by doing" and make the situation alive. The students must be involved in teaching learning process since the materials are given.

✓ To other researchers:

1. The future researcher is recommended to conduct study using Process Genre Model with some changes in term of text types, student's level, and the procedure of the presentation of Process Genre Model.