

## **CHAPTER V CONCLUSIONS AND SUGGESTION**

In reference to the result and discussion, the researcher tried to give conclusions and suggestions as follows:

### **5.1 Conclusions**

In line with the result of the analysis in cycle 1 and cycle 2, guiding questions technique can improve students' recount writing ability and students' learning participation. Some conclusion can be drawn as follows:

5.1.1 The students' improvement from cycle 1 to cycle 2 can be seen in each component of writing that involve content, organization, vocabulary, language use and mechanic.

a) Relating to the content

In cycle 1, most students were still poor in developing the topic. It can be seen from the students' average score of content aspect that is 16.30. However, in the cycle 2, the students' average score of content aspect can be increased to 18.84. It meant that implementing guiding questions technique helped the students when they got stuck with their ideas and helped them to write more detailed in their writing.

b) Relating to organization

In cycle 1, the students' average score was 13.34. After conducting cycle 2, the score could be increased to 14.74. It proved that guiding questions technique can make the students' writing flow coherently.

c) Relating to the vocabulary

In cycle 1, the students' limited range of vocabulary made them get difficulty to transfer their ideas in English. It can be seen from the students' average score of vocabulary aspect that is 12.29. In cycle 2, the teacher tried to encourage the students to enrich their vocabulary mastery by asking questions. They tried to find the answers of the teacher questions, indirectly they learned vocabulary. So, this aspect can be increased to 13.56 in cycle 2.

d) Relating to the language use

In terms of language use, some students made error in grammatical aspects. It can be seen from the average score of this aspect that is 10.90 in cycle 1. Having analyzed the students' weaknesses, the teacher instructed the students to pay more attention in their grammatical aspect. After conducting cycle 2, the average score of language aspect can be increased to 13.00.

e) Relating to the mechanics

From the result of writing test in cycle 1, it could be seen that most students still did serious errors in mechanics aspect. It is proved by the average score of this aspect that is 2.65. Having analyzed the students' weaknesses about mechanics, the teacher instructed the students to pay more attention in their spelling, punctuation, and capitalization. So, the average score of this aspect can be increased to 3.11 in cycle 2.

5.1.2 The guiding questions technique gave good effect in students' learning participation. The improvement of students' learning participation from cycle 1 to cycle 2 can be seen in each learning activity that involve pre-activity, while-activity and post activity.

a) Pre-activity

In cycle 1, there were 29 students or 72.50 % who actively involved in this session. The students were not active because they thought that he used the same technique in teaching. After conducting cycle 2, the number of student who involve in this session can be increased to 34 students or 85 %.

b) While-activity

After counting the number of students who involve in while-activity, the researcher found that there were 30 or 75 % students active in cycle 1. It was caused by the students' misunderstanding of teacher instruction.

Having analyzed the weaknesses, the number of student who actively involved in this session can be increased to 34 or 85% students in cycle 2.

c) Post-activity

In this session there was one activity writing test. Both in cycle 1 and cycle 2, there were 40 students or 100% involved in this session because it was individual test.

## 5.2 Suggestions

In line to the conclusions above, the researcher would like to give some suggestions as follows:

### 5.2.1 To the teacher

- The teacher should be creative to create and develop guiding questions to explore the students' experience more detail. The teacher must emphasize the students to use connective words; first, second, next, then, after that, finally etc. to make their writing flow coherently.
- The teacher should apply a variety of teaching methods or techniques to make the materials more interesting.

### 5.2.2 To the students

- The students should pay much attention when the teacher is delivering the subject.
- The students should be brave to ask about the subject matter or any other information that they do not understand.

### 5.2.3 To other researchers

Since it has been proved that guiding questions technique can improve students' writing ability in junior high school level, the writer expect other researchers to investigate whether or not this technique can also be used in senior high school level.