

## CHAPTER V

### CLOSING

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make batter improvement and motivation for students, teacher and writer related with the teaching learning of writing recount text by using guided - questions strategy.

#### A. Conclusion

The objective of the study as stated in Chapter I Is there any significant effect of using guided - questions strategy toward the students' writing score of recount text at the tenth grade at SMA NU Palangka Raya.

Based on the result of data analysis from the writing recountt text scores which gained by students before and after conducting treatment, there were significantly different based on manual calculation,  $t_{\text{observed}}=3.135 > t_{\text{table}} = 2.31$ ) at 5% level of significance. This indicated that the alternative hypothesis stating that there was any significant effect of using guided - questions strategy toward the students' writing score of the tenth grade students at SMA NUPalangka Raya was accepted. Meanwhile, the Null Hypothesis stating that there was no any significant effect of using guided - questions strategy toward the students' writing

score of the tenth grade students at SMA NU Palangka Raya was rejected. It implicated that teaching writing recount text using guided - questions strategy gave effect toward the tenth grade students' score at SMA NU Palangka Raya. It meant that if the students were taught writing recount text using guided - questions strategy, therefore, the students' writing recount score would be higher than it would without guided - questions strategy. On the contrary, if the students were taught writing recount text without using guided - questions strategy, the students' score of writing recount text would be lower than the use of guided - questions strategy. It can be proved by the difference of Pretest and Posttest.

## **B. Suggestions**

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and the writer as follow:

1. For the Students

The students can use this strategy to improve their ability in learning writing. It improved their writing components such as content, organization, vocabulary, grammar and spelling. The students can use this strategy with other text.

2. For the teacher

The teacher must pay attention to the students' level, problems in learning English, and students' strategy in learning

English so that the teacher are able to use the best strategy in teaching learning activity.

Based on the result of the study that showed that guided - questioning strategy gave effect on the students' score in writing recount text of the tenth grade students at SMA NU Palangka Raya.

The writer recommend the teacher can use the guided - questions strategy for teaching English not only in writing recount text but also others material.

### 3. For the Writers

Since the study was pre experimental study by using guided - questions strategy in teaching writing recount text for the senior high school students. The result of the study found that the guided - questions strategy gave significant effect on the students' score in writing recount text. This study was focused on the tenth grade students at SMA NU Palangka Raya

The writer recommends for the other writers who want to conduct the study related to the writing especially in recount text with other interesting strategy on other grades.