

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 answer 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 Clustering technique.

A. Conclusion

The problem of the study as stated in Chapter I Does clustering technique give effect in teaching writing recount text at the tenth grade students of MA Raudhatul Jannah Palangka Raya.

Based on the result of data analysis from the writing recount text scores which gained by students before and after conducting treatment, there were significantly different based on the statistical analyses using manual calculation and SPSS 21.0 program, the $t_{observed}$ was higher than the t_{table} at 5% and 1% significance level or $2.160 < 4.862 > 3.012$. The $t_{observed}$ was higher than the t_{table} at 5% and 1% significance level or $2.160 < 4.734 > 3.012$.

This indicated that the alternative hypothesis stating that there was any significance difference between the students' score in writing of recount text using clustering technique and without using clustering technique at the tenth grade of students Raudhatul Jannah Palangka Raya was accepted. Meanwhile, the Null Hypothesis stating that there was no any significance difference between the

students' score in writing of recount text using clustering technique and without using clustering technique at the tenth grade students of Raudhatul Jannah Palangka Raya was rejected. It implicated that teaching writing recount text using clustering technique gave effect toward the tenth grade students' score at MA Raudhatul Jannah Palangka Raya. It meant that if the students were taught writing recount text using Clustering technique, therefore, the students' writing recount score would be higher than it would without clustering technique. On the contrary, if the students were taught writing recount text without using clustering technique, the students' score of writing recount text would be lower than the use of clustering technique. 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 next writer as follow:

1. For the Students

The students can use this technique 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 or method in teaching learning activity.

Based on the result of the study that showed that clustering technique gave effect on the students' score in writing recount text of the tenth grade students at MA Raudhatul Jannah Palangka Raya.

The writer recommends the teacher can use the clustering technique for teaching English not only in writing recount text but also others material.

3. For the Writers

Since the study was experimental study by using clustering technique in teaching writing recount text for the senior high school students. The result of the study found that the Clustering technique gave significant effect on the students' score in writing recount text. This study was focused on the tenth grade students at MA Raudhatul Jannah 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 technique or strategy on other grades.