

CHAPTER V

CONCLUSION AND SUGGESTION

Based on their research result and discussion in the previous chapter, the researcher concluded data in this chapter. This chapter included conclusion and suggestion of the research. The conclusion here is taken by the data that has been collected by the researcher. This research conducted in the tenth grader at SMK Al-Hidayah Kota Cirebon in the academic year 2018/2019 on the writing skill before and after used *Writing In the Here and Now Strategy*.

5.1 Conclusion

In this research, the researcher used two class at the tenth grade at SMK Al-Hidayah Kota Cirebon in the academic year of 2018/2019. It has been for control class and experiment class. In control class, the researcher did not used this strategy, but in experiment group, Researcher used this strategy in writing recount text.

In pre-test section, the researcher got the result of the research in writing recount text. The researcher found the minimum score in pre-test section at Control class is 37, and maximum score in pre-test section is 69. Besides, in the experiment class, the researcher found that before the students got the strategy, the minimum score is 40, and maximum score is 66.

Then, the researcher got the minimum post-test in control class is 50, and maximum score in control class is 70. On the other hand, the researcher found the result of post-test in experiment class is higher than control class. The minimum score in experimental class after the students got the treatment of the strategy is 60, then the maximum score is 77. It is higher than the KKM (*Kriteria Ketuntasan Minimal*) or Minimum Mastery Level Criteria in SMK Al-Hidayah Kota Cirebon that only 70.

So, based on the previous data, This strategy has significant effect in compose recount text at tenth grade of SMK Al-Hidayah Kota Cirebon in the academic year 2018/2019.

5.2 Suggestion

The suggestion here is based on the research by researcher in the implementing of Writing In the Here and Now strategy at SMK Al-Hidayah Kota Cirebon in the school year 2018/2019.

Based on the research, the students should get more vocabulary in English, so they did not confused when the teacher gave the instruction to write down the task of writing. The teacher could using the various method to increase the vocabulary of the students. Such as; memorizing, dialogue with other friends, and the others.

Then, the various media could help the participants to understand better in writing. The teacher can use various media in teaching writing, such as; projector to watching English video or movie, so, the students' could get the various vocabulary from the video or movie. Then, the teacher can order the students' to get more vocabulary from dictionary's book or dictionary in their smart phone.

On the other hand, the teacher should using this strategy in Writing English primarily in recount text, until students write down the tasks without using the dictionary.

Future researchers will either conduct similar studies on other skills such as listening, speaking, reading, and other levels of students to improve English education, or experiment with the same skills to validate current results. It is desirable to carry out targeted research.