CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first part presents the conclusion of the thesis which sums up the important points that have been discussed in the previous chapter. Meanwhile, the last part deals with some suggestions from this study.

5.1 Conclusion

As stated earlier in chapter I, this study has a purpose to find out whether there is a positive correlation between the simple past tense achievement and writing achievement in recount text of the first-year students of senior high school. Fifty students were used as the sample of this study. The students belonged to X3 and X4 class. The research design was correlation study with two instruments used; they were grammar test which concerned with the simple past tense
and writing test which dealt with recount text. The data of grammar scores and writing scores were analyzed and examined using Pearson Product Moment Correlation Coefficient formula. After the writer analyzed and examined the data, the result showed that the correlation coefficient (r) of this study is 0.78. The result of the critical value (r^t) is 0.279. Therefore, Ha is accepted and Ho is rejected because r ≥ 0.279 which means r is higher than r^t. Since r is higher than r^t, it means that there is a correlation between the simple past tense achievement and writing achievement in recount text with the critical value of 5%.

Although the result showed that there is a positive correlation between the simple past tense achievement and writing achievement in recount text, it does not mean that only language use or grammar that could influence the students’ writing. In fact, there are also some other factors that influence students’ writing in writing a recount text.
Since writing has five components, which are content, organization, vocabulary, language use, and mechanics, the writer also analyzed the points from each component that were determined by the raters to be the score for that particular component. When the mean was calculated and counted in percentage, the result revealed that students’ writing organization has the highest percentage, i.e. 80.9%, of all components. That organization percentage is high is likely to be supported by the students’ practices in writing a recount text and also the explanation given by their school English teacher during their class hours.

Meanwhile, language use or grammar only has 76.3%. From this result, it is proven that the students are able to apply, among others, the simple past tense into their writing, especially a recount text. The ability to use the tens is due to the exercises and explanation given by their school English teacher before they write a recount text.
Over all, the students’ writing was considered good based on the score of each component.

5.2 Suggestions

Based on the result of this study, the writer gave some suggestions as follows:

First, for the next researcher, since the sample of this study is only 50, it is considered lack. This is the weakness of the study. It happened because the students of X2 class could not become the sample of this study since they had their school activity at the time the writer wanted to get the data. Theoretically, there is no limited number of sample, but the more number of sample is taken, the more it reflects the population. So, it is better to use more sample to fulfill the need of this study.

Second, for the teachers, since language use or grammar gives contribution to the students’ writing in recount text, it is better for the teacher to give grammar
exercises in a writing context so that the students could improve their ability in both grammar and writing.

Last but not least, to avoid the students’ boredom in writing a composition, it would be better for both teacher and next researcher to give an interesting way in giving instruction to write a composition, so that the students will be more interested in writing their own composition. For example, asked the students to write the composition based on the pictures or asked the students to continue the story.
Bibliography


Goldenberg, C & Coleman, R (2010). *Promoting Academic Achievement among English Learners.* USA: United States of America


Hillocks, G. (1986). *Research on Written Composition.* USA: Ericclearing house on Reading and Communication Skills


