

CHAPTER V

CONCLUSION

This chapter talks about the conclusion of the study and give suggestion for the related subject and the other researcher. The conclusion consists of the final result of the research and the researcher's interpretation in term of the use of cluster word strategy in improving students' writing skill.

A. Conclusion

In this part, the researcher gives detail information about the conclusion of the study done by researcher in term of the use cluster word technique in improving students' writing skill. The conclusion is created as consideration whether the cluster word technique reasonable or not used for overcoming the problem of students' writing.

The procedure is used in implementing cluster word into writing namely; prewriting, drafting, revising, editing, and publishing.

Based on the result of this action research, the researcher could conclude that using cluster word in writing a recount text was successful in some ways. The first, cluster word could improve the students' writing ability in writing a recount text. They understood the generic structure, the language features, and the text organizer of recount text well. The improvement of the students' ability could be seen in the improvement of the scores they got. It was known that their scores of all five elements of writing that covered content, organization, vocabulary,

use, and mechanic improve significantly. The percentage of the increase students' scores in the first cycle was 12.82% and in the second cycle was 15.46%. It can be summarized that there is significant improvement of the students' ability in constructing a recount text using cluster word.

The second, the teaching-learning process activities using cluster word can run well even the classroom's atmosphere was alive because they interacted with their teacher freely. It seemingly they enjoyed it since the researcher did not dominate the classroom activities during teaching-learning activities occurred. She only monitored what they were doing and gave help it was needed. She let them were involved actively in the teaching learning process. They were active to answer her questions and to present their writing product. The percentage of success in cycle I was 65% (25 out of 39 students) doing the activities and in cycle II increased up to 80% (31 out of 39 students) doing the activities.

Based on the statement above, the researcher can conclude that the students get better understanding of the teacher's instructions. Therefore, the researcher concludes that cluster word can improve the students' writing skill in writing a recount text. The significant improvement of the students' skill in writing occurs when it is implemented in the teaching-learning process.

Because of the improvement of students' achievement in cycle I was not satisfying yet, so the researcher decided to continue to the next cycle (cycle II). In the cycle II the researcher gave more explanation about clustering and how to make it until used it into a draft. She also gave more exercises to the students. As

a result, the score of students' writing increased better. The result of students' writing in the cycle I to the cycle II significantly improved.

B. Suggestion

Based on the result of this research, the researcher gives suggestion to the teacher, the students, the school, and the next researcher. For the teacher, cluster word technique can be used as one of alternatives to overcome students' problem in writing. Be closed to students in order to know whether they are in trouble or not. Before decide to use what a technique in conveying the lesson of writing, the teacher has to observe the students' problem advance. The teacher has always to give motivation to the students. For students, cluster word can facilitate them for organizing ideas in the writing so they can explore their ability in writing well. Be opened or tell frankly to the teacher what their problems are in order to gain problems solving. More practice and reading will absolutely help them to sharpen their ways of thinking and develop their writing skill.

For the school, has the teacher participate actively in association of English teachers to dig something new. Providing book dealing with genre texts like: journals, reading materials, students' work sheet to widen the students' knowledge and providing teaching equipment: LCD, multimedia room, computers, language laboratory, etc. For the next researcher, cluster word can be used as a reference to conduct the classroom action research better.