CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, present the conclusion of this study and suggestion for the students, for the researcher and for the net researcher.

A. Conclusion

This research was conducted on seventh grade students of MTS Darussalam Bulubrangsi. The purpose of this study is to improve students' writing competence by using Draw, Label, and Caption (DLC) in seventh grade students of MTS Darussalam Bulubrangsi. Based on the results and discussion in the previous chapter, it can be concluded that the Draw, Label, and Caption (DLC) strategy can improve students' writing competence in descriptive texts. This can be proven from the following: firstly, the increase can be seen from the average pre-test score of students of 64,775 or 20% of the percentage of classes that pass the KKM, and 72,125, or 45% of the percentage of classes that pass the Minimum Completeness Criteria (KKM) in the first cycle. Then, in the second cycle, it increased to 77.275, or 80% of the percentage of classes that passed the KKM.

Secondly, the results of the field notes show that the condition of the classroom during the teaching and learning process using the Draw, Label, and Caption (DLC) strategy can create a positive atmosphere in the classroom. In addition, it also makes it easier for students to remember words and makes it easier for students to string words into a descriptive sentence. This strategy also enables students to easily develop ideas in the writing of descriptive texts.

B. Suggestion

Based on the conclusions of this study, the researchers concluded that the Draw, Label, and Caption (DLC) strategy can improve students' skills in writing descriptive texts. Regarding the research subject, this study suggests that teachers use various strategies in the classroom, especially in teaching writing skills. This can make students enthusiastic in learning and not easily bored. In this case, the Draw, Label, and Caption (DLC) strategy can be an alternative in teaching writing.

Then, for students, this strategy can be easily accepted and understood. The Draw, Label, and Caption (DLC) strategy can help students remember words and arrange sentences well. This strategy can also improve their writing. If during the learning process, students can understand the material well, the quality of these students will be higher.

In addition, this research for the writer adds a lot of experience and new insights that can help English teachers solve students' problems in writing by proposing Draw, Label, and Caption (DLC) strategies.

Lastly, for further research, the writer hopes that this research can be a reference for further researchers who want to raise the same case. From this study, they can get some information about the Draw, Label, and Caption (DLC) strategy that is applied in the face-to-face class. Therefore, this research can be a guide for them to describe and provide an explanation of several research procedures per section.