

CHAPTER V

CONCLUSION AND SUGGESTION

There are two points in this chapter. They are conclusions and suggestions.

5.1 Conclusions

After analyzing the students' personal recount text writing, the researcher has found some result as follows:

1. The tenth grade students' ability in writing personal recount text at SMA Pertiwi 1 Padang was high. It was proved by the data that 26 students (87%) had high ability.
2. The tenth grade students' ability in writing the orientations of personal recount text at SMA Pertiwi 1 Padang was low. It was proved by the data that 18 students (60%) had high ability.
3. The tenth grade students' ability in writing the events of personal recount text at SMA Pertiwi 1 Padang was high. It was proved by the data that 26 students (87%) had high ability.
4. The tenth grade students' ability in writing the re-orientation of personal recount text at SMA Pertiwi 1 Padang was high. It was proved by the data that 21 students (70%) had high ability.
5. The tenth grade students' ability in writing the language features of personal recount text at SMA Pertiwi 1 Padang was low. It was proved by the data that 16 students (53%) had low ability.

6. The tenth grade students' ability to use the appropriate vocabulary in personal recount text at SMA Pertiwi 1 Padang was high. It was proved by the data that 30 students (100%) had high ability.
7. The tenth grade students' ability to use the correct mechanics on personal recount text at SMA Pertiwi 1 Padang was high. It was proved by the data that 20 students (67%) had high ability.

5.2 Suggestions

Based on the conclusions above, the researcher gives several suggestions as follows:

1. For the teachers, the researcher suggests that English teachers pay more attention to the students' difficulties in writing the orientation part of personal recount texts, as this was the aspect with the lowest student achievement. Teachers are encouraged to design more targeted exercises that help students understand and include the key elements of orientation: who, where, when, and why. In addition, teachers should continuously guide students in using correct simple past tense structures and mechanics (punctuation, spelling, and capitalization) through consistent feedback and writing practice.
2. For the students, the researcher suggests that they are encouraged to improve their writing ability by practicing more frequently. They should focus especially on constructing a complete orientation and applying grammar rules correctly. Students are also expected to read more example

texts of personal recounts to better understand the structure and language features.

3. The researcher suggests the future researcher to investigate how this finding can be different from the previous study. In addition, the researcher also suggests the next researchers to investigate the specific causes of students' low ability in writing orientation in personal recount texts.

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