CHAPTER V
CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Conclusion

Based on the finding of the study and result of the data anlysis, It can be concluded that :

1. The students' achievement in writing recount text which taught by using Dialogue Journal Technique is significantly higher than taught by Scaffolding technique
2. The students' achievement in writing recount text of the students who have high curiosity is significantly higher than students who have low curiosity
3. There is significant interaction between Dialogue Journal Technique and Scaffolding and Curiosity to the students' achievement in writing recount

5.2 Suggestions

The result of the findings provide valuable suggestions for improving students' achievement in writing recount text. Thus, the following points are suggested :

1. English teachers apply Dialogue Journal Technique and Scaffolding Technique in their attempts to improve students' achievement in writing recount essay because theapplication of these techniques can improve students' achievement in writing recount text.
2. The students with high curiosity should be taught by using Dialogue Journal because Dialogue Journal provides a mechanism for deep thinking and reflection. While the students with high curiosity need to be stimulated by new concept and experiences. Instead of listening and forgetting, student can immediately process new information and this and need high level cognitive. The more student interact with new ideas or literacy works the higher curios they have. While the student with low curiosity should be taught by using scaffolding means that the student with low

curiosity can be supported by activating students' background knowledge and internalized new information the more stimulus they ward given the higher curios they would be.

3. English teachers pay more attention to the students' curiosity for the success of students' achievement in writing recount essay.English teachers should encourage the students' curiosity.

5.3 Implication

This research reveals that the students' achievement in writing recount essay taught by using Dialogue Journal Technique is significantly higher than that of the students taught by using Scaffolding Technique. Thus, it is implies English teachers should apply Scaffolding Technique.

This research reveals that there is an interaction between teaching Techniques and Curiosity in learning writing.It implies that teachers should apply teaching techniques which are students' needed based on their curiosity so that the students can improve students' achievement in writing recount essay