

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Conducting the students' perception on TAD strategy in learning writing recount text at SMAN 11 Medan done by giving the 15 statement of the questionnaires and the interview with the students. The researcher used the data in order to get the conclusion that if the students genuinely happy to the learning process so that they are really understand the material that teacher gave to them, in this case learning writing recount text, also the reason why the students perceive that as the way they do. The conclusion of the study were presented as follow:

1. To learn how the students at SMAN 11 Medan felt about the Transition-Actions-Details technique for teaching writing recount texts, this study employed a closed-ended case study. Based on the research findings in the preceding chapter, it was demonstrated that students' perceptions of the TAD technique in teaching writing recount texts were favorable. It is seen from the fact that over 90% of students agree that the TAD technique facilitates, enhances, and is appropriate for learning recount texts. Three perception indicators were used in this study to determine students' perceptions, based on Robbins and Judge (2013). The context, target, and perceiver make up the indications. Students have consequently concurred that the TAD technique can promote easier ways of thinking and helping them recall

what they have learnt. Furthermore, the TAD approach to teaching writing recount texts clarifies interactions and provides easily comprehensible resources. When employing the TAD technique to learn recount texts, students are happier. Thus, it was determined that grade 11 SMAN 11 Medan students had a favorable opinion of the Transition – Actions – Details approach to teaching writing recount texts.

2. In summary, for the second statement students' favorable opinions of learning to write recount texts can be linked to their agreement with the comments made in the questionnaires. This suggests that they are aware of the activity's worth or significance. However, the students' low vocabulary and lack of enthusiasm in learning to write recount texts are among the issues that contribute to the unfavorable perception, making it difficult for them to fully participate in and perform well on the assignment. These elements emphasize the necessity of methods to increase students' attention and expand their vocabulary in order to improve their entire educational experience.

B. Suggestions

The researcher would like to add some points to the teacher, students, and future researchers based on the research findings that have been completed. They are as follows:

- 1) To inspire pupils and improve their skills, teachers should focus more on their needs when instructing them in producing recount texts.

Because English is crucial for students' future in this day and age. In the event that the instructor needs more ideas for teaching writing recount texts, they should also research alternative teaching methods. However, the TAD technique still helps teachers since it gives students more creative tasks to complete, which helps them become more proficient at creating recount texts. The instructor must next observe how the students react to the teaching method.

- 2) Students must become more motivated to learn recount texts in order for their learning capacities to improve. It was said in light of the TAD strategy's successful outcomes from the study that was carried out.

For further researcher, TAD strategy can be used as one of the references to conduct other research in the same field. It is also expected to be able consider the limitation of this research that provides in detail information.