CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the explanation in the previous chapter it can be concluded that the Time line Strategy is effective in significantly improving students' narrative writing achievement.

In details, the research findings can be broken into several points as following:

1. At the beginning (the Preliminary Test) 69.69% (30) of the students scored lower than 75; 6.07% (2 students) scored between 75-89; and 3.03% % (1 student) scored above 89, so the total percentages between excellent and good are 9% .

2. In the end of Cycle I (Test I) 75.76% (25 students) scored lower than 75; 18.19% (6 students) scored between 75-89; and 6.06% (2 students) scored above 89, so the total percentages between excellent and good are 24,24%. The mean of the students' scores increased as much as 24.33 points from the Preliminary Test.

3. In the end of Cycle II (Test II) only 18.19% (6 students) scored lower than 75; 66.67% (22 students) scored between 75-89; and 15.16% (5 students) scored above 89, so the total percentages between excellent and good are 81,81%. The mean of the students' scores increased as much as 12.72 points from the Test. From the beginning of the cycle (after the Preliminary Test) to the end of Cycle II (Test II), the students' narrative writing score increase as much as 36.37 points.

B. SUGGESTIONS

In regards to the findings of this research, the researcher would like to suggest several things, as following:

1. English teachers and fellow English teachers in training to apply the Timeline Strategy to develop the students' narrative writing skills, because this strategy is effective to help the students, especially for those who are at the beginners' level, learn to write good narratives by helping them transform their personal narrative story into a learning event using Timeline grafic as the strategy in learning process.

2. English learners, especially for those who are interested in writing narratives but still having troubles in communicating and expressing themselves in writing, to practice using this strategy because the Timeline Strategy guides learners to transform their ideas into a leaning event based on the chronological order so learners can feel more involved in the learning process.

3. The other researchers who intend to conduct researchers regarding students' narrative writing to further refine this research using the Timeline Strategy.