

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the result of study that has been discussed in previous chapter and also suggestions for english teacher, reader, and other researchers.

#### **A. Conclusion**

Based on the data analysis of research in the classroom activity in tenth grade students at SMA N 7 Binjai, the researcher wants to present the conclusion. The conclusions consist of several points that are related to the problems of the study. They are:

1. There are 99 number of verbal ways as a total of ways which are divided into 18 main ways performed by the teacher during the classroom activity in teaching writing recount text. Those ways mostly enable the students to improve the knowledge about the aspects of recount text such as generic structure and its kinds than practicing to write the recount text itself. There are 61 number of total contents which refers to aspects of recount and also the action of commanding to do the task performed by the teacher. Those contents was not directly help the students in improving their writing skills.
2. The underlying reasons of teachers' behaviour in teaching writing recount text was due to several reasons: 1) The teacher believes that understanding the definition of recount text ease the students to write;

2) The teacher believes that knowing the generic structure leads to what and how to write a recount text; 3) The teacher believes that by giving deeper understanding about kinds of recount text, students are able to differ each kinds of recount text; 4) The teacher believes that by giving the task related to the generic structure, the teacher is able to measure the ability of the students in writing recount text; 5) The teacher believes that doing the interview with classmates ease the students to write a recount text.

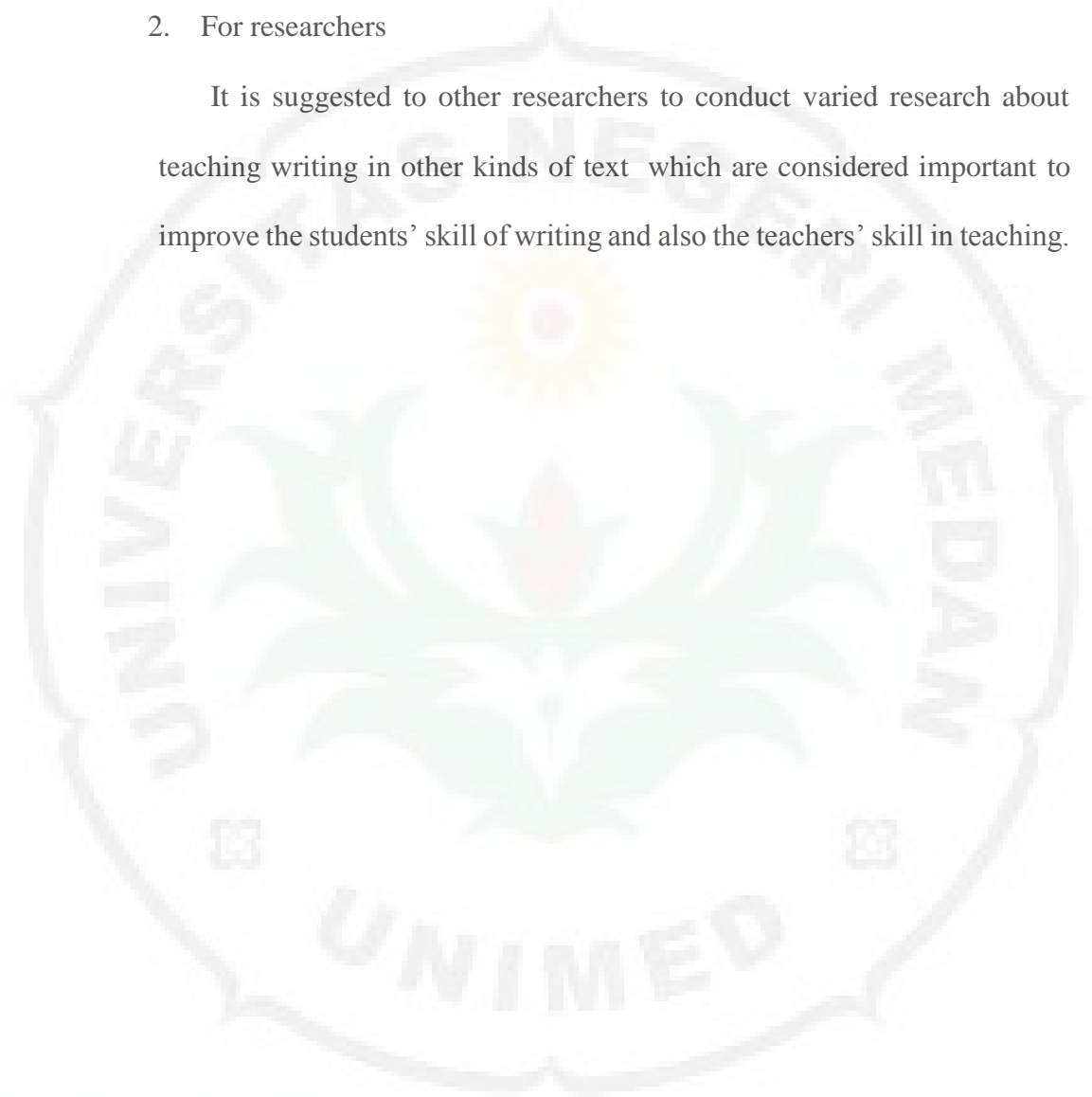
## **B. Suggestions**

Considering the conclusions above, some suggestions are presented in this part. As discussed in chapter I, this study hopefully can give advantageous information both theoretically and practically.

1. For teacher
  - a. The teacher are expected to improve their teaching skill in especially in teaching writing.
  - b. The teacher should teach about the generic structure together with the grammatical features of a text itself because both aspects are really important to help the students in composing a text.
  - c. The teacher should ask the students to make a lot of practice to write.

2. For researchers

It is suggested to other researchers to conduct varied research about teaching writing in other kinds of text which are considered important to improve the students' skill of writing and also the teachers' skill in teaching.



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