

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the research finding, it can be concluded that:

1. In the preliminary study, the students ability in writing narrative quantitatively is still low namely the average score of the students is 49,60 and qualitatively, the students still feel difficult in writing narrative test.
2. In the first cycle, the students ability in writing narrative quantitatively, there was little improvement of the students' average score namely the average score of the students is 60.20 and qualitatively the implementation of accelerated learning approach did not yet give satisfactory result on the improvement of students' writing ability even though there was a little improvement
3. In the third cycle the students' ability in writing narrative quantitatively, is high namely the average score of the students was 70.20 and qualitatively the students feel easy in writing narrative test.

#### 5.2 Suggestions

There are some suggestions to offer to the English teachers and the other researchers based on the research findings and discussion.

Based on the effectiveness of the implementation of the accelerated learning approach in the teaching and learning of writing narrative texts and improving student's motivation, particularly in sharing ideas and describing the events in the picture, it is suggested that the English teachers apply accelerated

learning approach as an alternative strategy in English instruction. Yet, in applying this technique, the teacher should be active in monitoring the students' activities in group discussion and the teacher should be creative in making the teaching and learning process alive so that students will never feel bored.

Besides, it is recommended that the English teacher use accelerated learning approach as a learning strategy to enhance the students' competence not only in writing but also in the three other language skills.

Furthermore, it is recommended that the students use accelerated learning approach as one of their learning strategies to practice and improve their writing ability in narrative texts which can be done in their extracurricular activities.

To the future researchers, particularly those who have the same problem and are interested in conducting research, it is suggested that they apply accelerated learning activity in the same field in their research or on the teaching of three other language skills.

