

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of students metacognitive strategy in writing descriptive text at senior high school and give open-ended questionnaire to the students in the previous chapter, it can be concluded as following

The metacognitive strategy that students use in writing descriptive text is not really realized for some students who have low motivation in learning, but for students who have high motivation in learning will get good result on his writing. The results obtained in the observation can be seen clearly how the learning process takes place, along with the use of this strategy. From the planning, monitoring, and evaluating aspects are used when learning process was happen . It can conclude that the use of this strategy is good enough for students who have the willingness to learn. The researcher gave questionnaire and get student response are 71% totaly yes from their responses after doing the task. Metacognitive strategy have 3 aspects namely, *planning* have 5 classification (Advance Organizers (5.8%), Directed Attention(3.6%), Functional Planning (4.4%), Selective Attention (2.7%), and Self Management (6.7%)), monitoring ((11.1%) for yes, and (6.7%) for no because the question try to convince them if

they are thinking of changing their writing), and evaluation (10%). From the students response, planning become dominant aspect on their learning. it can be seen from their responses and also when they are learning.

B. Suggestion

Based on the data findings and what this research intended to, it was suggested that the students should improve their vocabulary, grammar mastery that can be easily used in their writing activity, and should have more time to practice writing and they should not feel confuse to write in English. Then, the students should practice their knowledge and skills, so the learning system can be implemented easily and also all learning strategies can be realized easily, especially this metacognitive strategy.