

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The growth of students' writing abilities based on the findings of their writing tests pre-cycle, cycle 1, and cycle 2—is demonstrated in Chapter IV. The mean score for the pre-cycle was 57,52, and no student met the minimal completeness criterion or achieved a score of 75. In the meanwhile, 5 students in cycle 1 met the minimal completion requirements, with a mean score of 65,76. Subsequently, there was a rise in cycle 2, with a mean score of 63,47, and 13 Students meeting the minimal completion requirement. Furthermore, based on the findings of the observation, the use of the Cambridge Assessment English Website to evaluate students' writing abilities revealed that they were better able to compose the recount text. In addition to seeming more eager, self-assured, and unafraid of their English, all of the kids responded positively. It is clear from the aforementioned results that students who used the Cambridge Assessment English Website saw a greater improvement in their writing abilities than those who did not. Consequently, one of the resources for learning to write is the Cambridge Assessment English website.

B. Suggestion

The researcher would like to provide some recommendations in this area that other parties could take into consideration. These include: First, helping English teachers by recommending that the Cambridge Assessment English website be used to help Students

write better. Second, by using the Cambridge Assessment English Website, students may find this study helpful in improving their writing abilities. Third, by using the Cambridge Assessment English Website, instructors might be inspired to implement creative, successful, and efficient learning processes by using the study's findings as a guide. The last point was previously established based on the findings of this study utilizing the Cambridge Assessment English website, which helps enhance students' writing abilities. Subsequently, this study may serve as a valuable resource for a new researcher conducting research using distinct samples and places.