CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the data analysis, the writer found out the conclusions as follows:

1. The students' writing skill before using story map is low level. It can be seen from the mean of pre-test in the experimental class is 45.83 and the pre-test score of the control class is 40.53. Then, the highest score both experimental class and control class is different, the experimental class is 57 and the control class is 55. Meanwhile, the the lowest score of pre-test in both classes (experimental and control class) is 34. Furthermore, the mean of post-test in experimental class is 70.5 and the mean post-test of control class is 50.26. Then, the highest post-test score of experimental class is 80 and the control class is 69. Meanwhile, the lowest post-test score of experimental class is 60 and control class is 34. Based on the pre-test and post-test scores between experimental and control class, the writer concluded that the students' writing skill on recount text by using story map got better and improved than the students who taught without using story map.

2. Story map is an effective technique to be used in learning writing skill on recount text for the eighth grade at MTs Darun Ni'am. It can be seen from the data calculation, it showed that the t-observation (t_o) = 8.57. Meanwhile, the t_{table} in significance 5% = 1.67 and 1% = 2.39. $t_o > t_{table}$ = 8.57>1.67 and $t_o > t_{table}$ = 8.57>2.39. So t-observation (t_o) is higher than t-table (t_{table}), it means that Null Hypothesis (H_o) is rejected and Alternative Hypothesis (H_a) is accepted. In other word, there is a significant effect of using story map in teaching writing skill on recount text at the eighth grade of MTs Darun Ni'am.

B. Suggestions

Based on the conclusion above, the writer gives some suggestions as follows:

First for the teachers, it is recomended to use story map technique in teaching writing skill on recount text. Because this technique can help and improve students' writing skill.

Second for the students, it can help the students to get information and organize their ideas, then they can write their story with cronologically and sistematically related to the topic of a story what they are learning.

Third for the other researcher, this study can be used as reference for the future research. If the researcher who wants to conduct the story map as a technique in teaching learning.