

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the research finding that was presented in the previous chapter, the researcher would like to give conclusion, that:

1. Metacognitive strategy is a good strategy in teaching writing recount text, it is seen from the result of the test and learning process. The researcher applied metacognitive strategy in experimental class to see the effectiveness of this strategy. Metacognitive strategy has three steps in learning process, there are planning, monitoring, and evaluating.

In the planning, researcher applied the first strategy in metacognitive strategy that is planning. In this step, students analyse the material. The second strategy, after students analyse the material, the researcher continued the learning process in monitoring step. In monitoring step, the researcher provoked the students to asking some question, after that the researcher also gave students some questions relating to the topic, generic structure, language features, and the orientation of the text to monitor students' understanding in the material. The last step is

evaluating, in the evaluating step the researcher gave task to the students in the form of essays to write recount text about their holiday to know the students' improvement in writing recount text after the researcher applied planning and monitoring step.

2. The result of students achievement in writing recount text using metacognitive strategy could be seen on the data that researcher got from the field, the mean of the pre-test of experimental class is 53.36 and the mean of the post-test is 75.24. It means the average of the post-test is higher than the pre-test. It means the mean of the post-test of the experimental class is in good category. So, metacognitive strategy is effective strategy to improve students writing on recount text. This statement supported by the result of the students' scores that use metacognitive strategies in learning process, the score is higher than students that not use metacognitive strategies in writing.

After the researcher do the treatment in the experimental class, the students' achievement in writing is improve, because they use metacognitive strategies by the planning, monitoring, and evaluating step. They can develop their writing with their own cognition and their own experience to write recount text. This result can be show that metacognitive strategy has significant

effect for students writing on recount text. So, metacognitive strategies can help to improve the writing performance for students and has good effect for writing achievement.

B. Suggestion

Based on the conclusion above, the researcher would give some suggestion as follows:

1. For Students
 - a. Students should be able to apply metacognitive strategies in learning process especially in writing.
 - b. Students should be active in the learning process.
 - c. The students should have self-awareness to their ability in English.
 - d. Students should do critical thinking to get good achievement on learning.
2. For Teachers
 - a. The teachers should use various strategies in teaching English in the class. In order to make students interested in learning English.
 - b. Teacher should stimulate the students have critical thinking in learning.

- c. Teachers should guide the students to have self-awareness and autonomy in learning English, especially in writing.
- d. Teachers should give motivation to the students in every meeting in class.

3. For School

- a. School should give motivation for teacher to increase their skill in teaching English.
- b. School should facilitate teachers and students to do teaching and learning process.
- c. School should facilitate the students' to develop their English skill by some activities such as English club.