

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research presented on the previous chapter, the conclusion is summarized as follow:

1. The researcher takes this research about students writing skill on narrative text, at the second grade of MTs Negeri 1 Pandeglang. Writing is the most complicated skill in English for foreign or second language learners. Many problems in occur in the class when teaching writing process especially when they are difficult to organize their ideas to create the new story, they are lack of vocabulary and lack of ideas, because the teacher in MTs Negeri 1 Pandeglang only uses textbook. The teacher has to choose another media in teaching writing. using fairy tale can be applied in teaching learning English. it can be seen from observation sheet that researcher gave. teaching learning writing skill using fairy tales in the first meeting students observation showed: introduction orientation percentage 91% is high categories. apperception percentage 91,7% is high categories. motivation percentage 94,1% is high categories. giving reference percentage

94,2% is high categories. pre-test 93,1% percentage is high categories.

Activity teaching learning writing skill using fairy tales in the first meeting showed part main: observing percentage 90,4% is high categories. Questioning percentage 86,4%; high categories. Data collection percentage 93,7%; high categories. Associating percentage 83,2%; high categories. Communicating percentage 96%; high categories.

Teaching learning activity writing skill using fairy tales in the first meeting showed: last part closing percentage 88 % high categories. All activity teaching learning writing skill using fairy tales in first meeting percentage 90,3%; high categories.

Teaching learning writing skill using fairy tales in the second meeting student's observation showed introduction orientation percentage 95 is high categories. apperception percentage 92,8 is high categories. motivation percentage 93,3 is high categories. giving reference percentage 91,4 is high categories. pre-test 95,4 percentage is high categories.

Activity teaching learning writing skill using fairy tales in the first meeting showed part main: observing percentage 93,3% is high categories. Questioning percentage 88%; high categories.

Data collection percentage 94,2%; high categories. Associating percentage 90,8%; high categories. Communicating percentage 96%; high categories.

Teaching learning activity writing skill using fairy tales in the second meeting showed: last part closing percentage 90,6 % high categories. post-test percentage 95,4%; high categories. All activity teaching learning writing skill using fairy tales in second meeting percentage 92,8%; high categories

2. The student's writing skill in the second grade of MTsN 1 Pandeglang is still less, students have difficulties in understanding narrative text especially when they are difficult to organize their ideas to create a good stories and lack of vocabulary. it can be seen from the result of pre-test that's mostly gets a bad score. But after they get treatment before post-test using fairy tales students have big enthusiasm in writing class and students more easily develop their writing. based on the theme given. it can be seen from the students' achievement in teaching writing using fairy tales has a significant difference between the pre-test and the post test when the study is conducted. The researcher compared it with tt the result of calculation show that  $t_o$  (t observation) is higher than t table, the

result of  $t_t$  on significant 5% = 1,67 and 1% = 2,40. it indicates that  $t_o > t_t$  or  $5 > 2,40$  , so the zero hypothesis is rejected and the alternative hypothesis is accepted. It is means there is significant effect of teaching writing using fairy tales.

## **B. Suggestions**

Based on the result of this research, the researcher suggest that:

### **1. The English teachers**

- a. Using fairy tale in writing narrative text is recommended an alternative way for English teacher, especially for junior high school teacher to attract the students' interest, enthusiasm in writing class and motivation in learning English.
- b. The teacher should be able to create an interesting media to make the students easier in understanding writing narrative text.

### **2. The students**

- a. The students can improve the motivation and interest in learning writing especially in narrative text by using fairy tales.
- b. The students was expected to improve and always exercise the ability especially in writing because it is important thing in getting information in written text.

1. The researchers,
  - a. The researcher hope that the next researcher can explore more about the students need to learn about writing with enjoy and fun and the researcher can be a reference as a new researchers and the gist strategy can conducted in other school.
  - b. The next researcher can improve everything as good as possible in doing a research.