

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of two parts. The first part presents the conclusion of the thesis which sums up the important points that have been discussed in the previous chapter. Meanwhile, the last part deals with some suggestions from this study.

#### **5.1 Conclusion**

As stated earlier in chapter I, this study has a purpose to find out whether there is a positive correlation between the simple past tense achievement and writing achievement in recount text of the first-year students of senior high school. Fifty students were used as the sample of this study. The students belonged to X3 and X4 class. The research design was correlation study with two instruments used; they were grammar test which concerned with the simple past tense

and writing test which dealt with recount text. The data of grammar scores and writing scores were analyzed and examined using Pearson Product Moment Correlation Coefficient formula. After the writer analyzed and examined the data, the result showed that the correlation coefficient ( $r$ ) of this study is 0.78. The result of the critical value ( $r^t$ ) is 0.279. Therefore,  $H_a$  is accepted and  $H_o$  is rejected because  $r \geq 0.279$  which means  $r$  is higher than  $r^t$ . Since  $r$  is higher than  $r^t$ , it means that there is a correlation between the simple past tense achievement and writing achievement in recount text with the critical value of 5%.

Although the result showed that there is a positive correlation between the simple past tense achievement and writing achievement in recount text, it does not mean that only language use or grammar that could influence the students' writing. In fact, there are also some other factors that influence students' writing in writing a recount text.

Since writing has five components, which are content, organization, vocabulary, language use, and mechanics, the writer also analyzed the points from each component that were determined by the raters to be the score for that particular component. When the mean was calculated and counted in percentage, the result revealed that students' writing organization has the highest percentage, i.e. 80.9%, of all components. That organization percentage is high is likely to be supported by the students' practices in writing a recount text and also the explanation given by their school English teacher during their class hours.

Meanwhile, language use or grammar only has 76.3%. From this result, it is proven that the students are able to apply, among others, the simple past tense into their writing, especially a recount text. The ability to use the tens is due to the exercises and explanation given by their school English teacher before they write a recount text.

Over all, the students' writing was considered good based on the score of each component.

## **5.2 Suggestions**

Based on the result of this study, the writer gave some suggestions as follows:

First, for the next researcher, since the sample of this study is only 50, it is considered lack. This is the weakness of the study. It happened because the students of X2 class could not become the sample of this study since they had their school activity at the time the writer wanted to get the data. Theoretically, there is no limited number of sample, but the more number of sample is taken, the more it reflects the population. So, it is better to use more sample to fulfill the need of this study.

Second, for the teachers, since language use or grammar gives contribution to the students' writing in recount text, it is better for the teacher to give grammar

exercises in a writing context so that the students could improve their ability in both grammar and writing.

Last but not least, to avoid the students' boredom in writing a composition, it would be better for both teacher and next researcher to give an interesting way in giving instruction to write a composition, so that the students will be more interested in writing their own composition. For example, asked the students to write the composition based on the pictures or asked the students to continue the story.

## Bibliography

- Abdullah, M.2014.Example of Recount Text. Retrieved from [www.academia.edu/6339546/My\\_Holiday](http://www.academia.edu/6339546/My_Holiday)
- Anderson, M. & Anderson, K.(2003). *Text Types in English* South Yarra, Victoria: MacMillan Education Australia.
- Andrews, R. (2006). The effect of grammar teaching on writing development. *British Educational Research Journal*, 32(1): 39-55
- Arcana, N. (1996).InterpretasiRegresidanKorelasi Berganda. Surabaya: UniversitasKatolik Widya Mandala.
- Bentley,K. Genres of Writing. Retrieved from [www.hvlc.org.uk/hlp](http://www.hvlc.org.uk/hlp)
- Chin, B. A. (2000). *The Role of Grammar in Improving Student's Writing*. London, William H. Sadlier.
- Clifford, M.(1991).*Developing Writing Skills in Basic ESL for Adults*, 29(1): 41-42
- Cowan, R.(2008). *The Teacher's Grammar of English*. USA: Cambridge University Press
- Donovan, M.(2014). The All Important Relationship Between Grammar and Writing. Retrieved From <http://www.writingforward.com/better-writing/grammar-and-writing>

- Derewianka, B. (1991). *Exploring How Text Works*.  
Australia: Heinemann
- Fellowes, J.(2007).*Grammar Knowledge and Students' Writing*, (24)1: 1
- Goldenberg, C & Coleman, R (2010).*Promoting Academic Achievement among English Learners*. USA:  
United States of America
- Graham, S &Perin, D. (2007). *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High School*. Washington, DC:Alliance for Excellent Education
- Gronlund, N. E. (1982). *Constructing Achievement Test*.  
New Jersey: PrenticeHall Inc.
- Hamilton, R.M. (1965).*Effective Writing*. USA: United States of America
- Harris, D.P. (1969).*Testing Writing, Testing English as a Second Language*. New York: McGraw-Hill
- Hartwell, P. (1986).*Grammar, Grammars, and the Teaching of Grammar*, 47(2),105-127
- Herzberg, P.A. (1983).*Principles of Statistics*. New York: John Wiley and Sons,inc.
- Hillocks, G. (1986).*Research on Written Composition*.  
USA: Ericclearing house on Reading and Communication Skills

- Hudson, R.(2001). Grammar Teaching and Writing Skills: the Research Evidence. London:Department of Phonetics and Linguistics.
- Janet, F.(2007). Grammar Knowledge and Student's Writing.*Curriculum Leadership*, 5(24)
- Pranata, G.(2007). A Thesis.*The Correlation Between Structure I Achievement and Language Use Achievement in Writing I by The Students of the English Department of WidyaMnadala Catholic University, the 2006-2007 Academic Year*
- Seow, A. (2002). Methodology in Language Teaching. In J. C. R, W. A. Renandya (ed.),*The Writing Process and Process Writing*.Cambridge: Cambridge University Press
- Stanley & Richard.(1980). *The Scope of Grammar, a Study ofModern English*. USA: McGraw-Hill
- Sudarwati, M & Grace, E.2007. *Look Ahead SMA Kelas X*. Erlangga
- Whittaker, Charles.(1998). Best Practices in Teaching Writing. In *Best Practice: New Standards for Teaching and Learning in America's Schools*, edited by Harvey Daniels Steven Zemelman, and Arthur Hyde: Heinemann.
- Widodo, H.P.(2006). English Teaching: Practice and Critique.*Approaches and Procedures of Teaching Grammar*, 5(1):122-141