

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents several conclusions and suggestions about the tenth grade students' ability in writing imaginative recount text based on the result of data analysis.

#### 5.1 Conclusions

From the result of observation that the researcher did, there were some students at SMA Adabiah 2 Padang had problems in writing memorable experiences. For example, they missed some generic structures. Moreover, they still confused to use language features. They also did not know to tell those experiences using correct mechanics (capitalization, spelling, punctuation).

However, the researcher found that the tenth grade students' ability in writing memorable experiences was high ability. It was supported by the fact that 41 students (66.1%) had high ability and 21 students (33.9%) had low ability in writing memorable experiences. It means that the tenth grade students ability in writing memorable experiences was high ability. Moreover, 54 students (87.1%) had high ability and 8 students (12.9%) had low ability to write generic structure in writing memorable experiences. It means that the tenth grade students' ability to write generic structure in writing memorable experiences was high ability. In addition, 41 students' ability (66.1%) had high ability and 21 students (33.9%) had low ability to use language features in writing memorable experiences. It means that the tenth grade student of SMA Adabiah 2 Padang had high ability to use mechanics in writing memorable experiences. Furthermore, 27 students' ability (43.5%) had high ability and 35 students (56.5%) had low ability to use mechanics

in writing memorable experiences. It means that the tenth grade students' ability to use mechanics in writing memorable experiences was high ability.

Based on the result of observation to the teachers, they might some differences between teachers' opinion with researchers' findings.

## **5.2 Suggestions**

For the teachers, this research gave information about students' ability in writing their memorable experiences. By using this information, the teachers can make such an improvement for students' skills in writing their memorable experiences. Based on researchers' discussion, the teachers are suggested to give more exercises in using mechanics. Besides, the teachers give more explanation about how to use language features, especially past tense, correctly when the students writing memorable experiences, so they can write memorable experiences well.

For the students, they knew their ability in writing their memorable experiences, and it can be a motivation for them to improve their writing skill in writing their memorable experience. Based on researchers' discussion, the students are suggested to learn more about how to apply language features, especially past tense, and mechanics in correct position when writing memorable experiences. In addition, the students should do exercises about memorable experiences to improve their ability.

For the future researchers, it can be used as their reference. Based on researchers' discussion, the next researchers are suggested to study memorable experiences, especially how to use mechanics due to the fact that the tenth grade students had a little problem to write generic structures and to use language

features. Moreover, the researcher suggests the next researchers to research on memorable experiences from different aspects such as the research about the difficulty or the problem faced by the students in writing memorable experiences. The next researchers are also suggested to conduct more on this research because this research was limited on the tenth grade students' ability in writing memorable experiences at SMA Adabiah 2 Padang.