

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis of classroom action research in the previous chapter about the attempt to improve students' descriptive text writing by using draw the bank robber game, the writer can conclude that:

1. The students' participation in using Draw The Bank Robber game can improve students' writing skill on descriptive text. It can be seen in every cycle. They can write descriptive text without faced some obstacles and problems like previous activity, especially when teacher teaches the material by using conventional method. After being thought by using the draw the bank robber game, the students can write descriptive text easily without asking about language use, vocabulary, mechanic, content, and organization related to the writing. The students' participation table in every cycles is growing up, it can be proved in the result of students' participation table. In precycle is 54%, in cycle 1 is 57%, in the cycle 2 is 83%. In addition, the students can explore their ideas and imagination that implemented into written without consuming more time. They are able to describe whole of parts, features, qualities, and characteristics of object that was given by the teacher based on the theme.

2. The improvement of students' achievement in descriptive text writing is proven by the progress of students' score from the preliminary research, cycle 1, and cycle II test. In the preliminary research, the mean score of students writing test is 65. It means that the score of students in writing test is low from the minimum standard score (KKM), it is 74. In the first cycle, the researcher calculates the result of the writing test and finds that the mean of students score is 72. The mean of students' score good and get improvement than previous score, but the result is still unsatisfactory. Then, in the second cycle, it found that the mean of students' score in writing test is 80. It means that the score of students' writing test is good and getting improvement significantly in every cycle, especially in the second cycle.

Table 5.1
The improvement of students' descriptive text writing
of every cycle

	Preliminary	Cycle 1	Cycle 2
Average	65	72	80
Percentage of students' mastery	24%	50%	100%

Based on the result of students score in descriptive text writing, the researcher can conclude that the use of draw the bank robber game can be considered and implemented as a method which can improve students' descriptive text writing. It can be seen from students' score in writing test where in

preliminary is only about 65, it is so far from the minimum standard score (KKM) and in cycle I, it increases become 72. Meanwhile, in cycle 2, it getting increased significantly up to 80 or has an improvement up to 8 from cycle I.

Using draw the bank robber game in teaching English is interesting for the students. Besides, the students can be fun, enjoy, and motivated in learning English writing especially in descriptive text, because they can applied to write descriptive text based on the real object around them. The arguments can be proved through the result of observation and the test.

B. Suggestion

Based on the result of the classroom action research, the research is useful for English teachers to improve their students' descriptive text writing. Even though, there are many methods used by teachers in teaching learning process, but the use of draw the bank robber game be the one alternative method in teaching descriptive text writing. After finishing the classroom action research, the researcher considers some useful suggestions for the teachers, the students, and the next researchers about what method which is appropriate to improve students' writing skill in descriptive text. The researcher's suggestions are as follow:

1. For the teachers

- a. Teachers should have the ability to make the teaching descriptive writing more creative by applying some variations method and isn't monotonous in order to make the teaching runs actively, creatively, innovatively, effectively and interesting (PAIKEM).
- b. The teachers should carry out the appropriate method in the teaching descriptive writing in order to help students understanding and practicing the descriptive text material easier.
- c. Teacher is suggested to choose appropriate method in order to make the students join in the real activity of teaching learning process that able to improve students' result of writing test and their participation.
- d. Teacher is expected to motivate the students in writing especially in descriptive text. It will make them like to write. Besides, the teacher also should give an interest method related to real object. So, the students will have an interest to learn and write descriptive text well.

2. For the students

- a. Students should be more spirit in writing, especially in descriptive text that's familiar with object of their real life. So that, they can be more interest and easier to write descriptive text.

- b. After the method applied in learning descriptive text, it is hoped can make the students more active and braver join the writing class.
- c. The students should try and learn harder to solve problem they faced. In this research, the students' difficulties are about using grammar and vocabulary should be used in the written. The problem can be solved by searching or creating their own model of learning writing, such as describing an object in English movie, rewrite a lyric of a song by translating and imagine it.
- d. Students should learn to improve their writing skill in descriptive text like improving their vocabulary of thing or person and learning more about the descriptive text.
- e. The students should learn more about writing in descriptive text in order they can get understanding and have more knowledge about writing. It will be better for them to more practice in writing related to around their real life in order they can applied their ideas and imagination through writing. If they have some difficult materials, they can ask the teacher. So that, the learning process of descriptive text writing becomes communicative and clear.
- f. The students should always bring a dictionary in learning writing for helping them enrich and get the meaning of difficult vocabulary items without always asking the teacher and their friend.

- g. The students also have to learn about the kinds of text or kinds of genre.
3. For the next researcher

The writer hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research. On the other hand, it is hoped that the next researcher can implement the method in teaching learning process by using better way.