

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters and to recommend some suggestion concerning with students' writing ability on narrative paragraph of the eleventh grade at Senior High school 2 Dumai.

#### A. Conclusion

Based on research finding and hypothesis testing, it can be concluded as follows:

1. First, it was found that the students' writing ability on narrative paragraph score before taught by using Text-Based Modeling strategy (TBMS) can be categorized into Less category, it means that students did not pass the passed score standard (KKM) and had low writing skill.
2. Second, it was found that the students' writing ability on narrative paragraph score after taught by using Text-Based modeling strategy (TBMS) can be categorized into Enough category, it means that Text-Based Modeling strategy (TBMS) can increase students' score in writing ability on narrative paragraph.

3. Third, it was found that the alternative hypothesis is accepted and null hypothesis is rejected. In short, there is significant effect of using Text-Based Modeling strategy (TBMS) on the ability in writing narrative paragraph by the eleventh grade students at Senior High School 2 Dumai. It can be seen from data calculation. The mean of experimental class of post-test score was 61.50, categorized into Enough category. Furthermore, t-obtained was 8.90 compared with t-table of  $df=78$  in significance of 5% and 1% became  $1.99 < 8.90 > 2.64$ . From the result of the percentage of coefficient affect, it can be seen that Text-Based Modeling Strategy (TBMS) contributed 50.7% for students' writing ability on narrative paragraph.

## **B. Suggestion**

Based on the research findings, the writer would like to give some suggestion especially for the teacher and the school.

From the conclusion of the research above, it is known that from the result of the percentage of coefficient affect, it can be seen that Text-Based Modeling Strategy (TBMS) can give significant effect to the students' writing ability on narrative paragraph. Because of that, Text-Based Modeling strategy (TBMS) can be one choice for the English teacher in order to help students' ability in writing narrative paragraph. Therefore, the English teacher should know how to teach writing by

using Text-Base Modeling Strategy (TBMS) and teacher should also use many ways to encourage students' in writing, such as:

1. Teachers should construct creative and enjoyable learning for students.
2. Teachers should support their strategies by using interesting media.
3. Teachers should give students more time in practicing English writing.
4. Teachers can encourage students' awareness about the importance of writing for their life.
5. Teacher makes writing as habitual activity for students at school.