CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides the conclusion which is drawn from the research findings, also the implication for future study, either theoretically and practically.

5.1 Conclusion

The quest for effective teaching technique which can be applied in teaching writing has encouraged the researcher to carry out this present study. The purpose of this study was to investigate whether the implementation of clustering technique was effective to improve students’ score in writing narrative text. In addition, this study was also aimed to unveil students’ response to the implementation of the technique during their learning in writing narrative text.

This study was conducted to the ten-graders in one senior high school in Bandung. Having analyzed the whole data which were obtained, it can be concluded then that the null hypothesis in this study was rejected; this means that clustering technique is proven to be effective in elevating students’ score in writing narrative text. Furthermore, the findings from the interview suggested students’ positive response to the implementation of clustering technique throughout their learning in writing the text.
To elaborate the two major findings above, variety of students’ ideas about the strengths of the technique were also unveiled from the interview. First, clustering technique is considered very effective since it provides the place for the students to store many key words or vocabularies which may be used in their writing. This also draws another advantage for them; clustering enriches their vocabulary as they were compelled to write every single word in English. Second, the technique helps the students in constructing the plot line of the story. By using this technique, they were assisted to organize their ideas in determining the plot line which they wrote into narrative text. Third, the technique is very potential to be a new alternative for them to writing with or without other kind of brainstorming. Next, clustering is a potent technique which empowers their imagination and creates fun atmosphere throughout their learning writing in the classroom.

Despite the strengths which have been mentioned, there were also found some potential weaknesses of this technique. First, the technique may lead the students to ignore the grammatical aspects in their writing. Second, it can take longer time for the students to finish their writing, compared to their usual writing routine. Last, it tends to occupy students’ focus and consequently it may distract them from writing the narrative text which was the main goal of their learning.

5.2 Suggestions

On the basis of the research findings which have been concluded earlier, it is necessary to present several suggestions regarding the use of clustering technique in
teaching writing narrative text which are addressed to English teachers also future researches.

In teaching writing by using clustering technique, be it in the form of narrative or other text type, English teachers are suggested to pay balanced attention to both fluency and accuracy side. As revealed from the study, indeed clustering gives direct contribution to students’ fluency in writing and this is certainly good as fluency in writing is somewhat difficult to be maintained. However, the form correctness in students’ writing is also crucial, hence teachers have to provide abundant guidance to them regarding grammatical aspects in writing. Additionally, teachers may assign the students to make journal or portfolio which contains their writing in any kinds of text by using clustering technique per week or other short to medium term. This may help the teacher to monitor students’ real improvement in writing.

On the other hand, there are also several suggestions addressed for further studies on the use of clustering in teaching writing. First, it is suggested that the studies in the future explore all aspects of writing either to larger sample or to other schooling level of sample. Next, future studies should also allot longer time in conducting the treatment to gain more convincing findings. Finally, they can be conducted in other type of research design in order to make deeper investigation and more detailed findings.