CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the results of the study which have been analyzed in the previous chapter.

5.1 CONCLUSIONS

The study was concerned on the use of reflective essays to improve students’ scores in writing recount texts. It was conducted to first graders in one senior high school in Bandung. There are two main objectives of the study. The first was to find out whether or not the use of reflective essays was effective in improving students’ scores in writing recount texts and the second was to find out students’ responses toward the technique. The elaboration of each point is presented below.

First, the use of reflective essays was effective in improving students’ scores in writing recount texts. The finding was supported by the results of the independent t-test computation in the post-test score. The mean score of the experimental group, which received the reflective essay technique, was higher than the mean score of the control group. The result showed that the value of t_{obt} was higher than t_{crit} (4.042 > 2.000). Moreover, the products of students’ writing of experimental and control groups also showed the differences on some aspects. The differences can be seen from the students’ understanding of the organization of the text, their choice of words to represent something which increased their vocabulary, their creativity in arranging their sentences into coherent paragraphs, and their ability in using proper grammar to express their idea.

Second, the questionnaire that has been distributed only to the experimental group showed positive response. It was found that most of students put their interest in the implementation of reflective essays. They agreed that writing reflective essays brought some benefits for them, especially in enriching
their vocabulary, improving their grammar and writing skill, and helping them in measuring their understanding toward the subject since they needed to make reflection based on what they have learned. Furthermore, most students are interested in writing recount texts through reflective essays.

5.2 SUGGESTIONS

Based on the results of the study, there are several suggestions addressed to English teachers and further researchers who are interested in the same field. First, English teachers should implement reflective essay technique in writing recount texts in order to encourage students to write in English and make them accustomed to writing. In addition, English teachers are suggested to not only give scores for students’ writing, but also always give feedback such as correction and compliment in order to see their students’ improvement, how far their students understand the lesson, and to raise their students’ confidence.

Second, there are also some suggestions for further researchers who are interested in investigating the use of reflective essays. It would be better to conduct interview in order to find out students’ responses toward the technique in detail. Moreover, further researchers should apply reflective essay technique not only in recount texts but also in other genres due to its benefits.