

CHAPTER V

CONCLUSION AND SUGGESTION

Finally, the result in the classroom action research comes to conclusion. In the last chapter, the researcher gives some conclusions and suggestions about the result of the research. The result of the research can solve the students' problems in improving their writing skill.

5.1 Conclusion

The implementation of Visual Auditory Kinesthetic (VAK) method in the eighth grade of SMPN 1 Kec. Balong especially in the class VIII C in the academic year of 2014/2015 can be concluded that Visual Auditory Kinesthetic (VAK) method can improve students' writing skill.

From the implementation of Visual Auditory Kinesthetic (VAK) method, the researcher got result from observation checklist, questionnaire, and test. The result could be shown from the descriptions below:

1. The result of observation checklist proved that the students were very active in the classroom. They were much more active when they used Visual Auditory Kinesthetic (VAK) method. The method was an interesting method that could be implemented in the teaching writing. The classroom become enjoyable in which the students could study comfort. There was a new paradigm for the students that writing was not difficult to learn. It showed based on the

percentage of observation checklist result in cycle 1 was 67,5% and in cycle 2 increase up to 87,5.

2. The result of questionnaire showed that students gave positive responses to the implementation of Visual Auditory Kinesthetic (VAK) in the teaching learning process of writing. Besides that, the students were motivated and interested in using Visual Auditory Kinesthetic (VAK) method, because it made them enjoy and feel fun in studying English especially in writing. It showed based on the percentage of questionnaire result in cycle 1 was 68,80% and in cycle 2 increase up to 84,04%.
3. The result of the students' test was satisfying. The researcher could measure the student's writing skill after implementing Visual Auditory Kinesthetic (VAK) method. There was improvement from cycle 1 to cycle 2. The students' percentage of test in cycle 1 was 57,14%, there were 12 students reach basic criteria minimum or KKM, and there were 9 students cannot reach it. From the result of test in 2 showed that the students' score based on the basic criteria minimum or KKM was 100%. The basic criteria minimum success was 76. It means that, the implementation of Visual Auditory Kinesthetic (VAK) method was effective in teaching writing at the eighth grade, especially in the class VIII C of SMPN 1 Kec. Balong in the academic year of 2014/2015.

5.2 Suggestion

Regarding to the subject of the CAR, the researcher gives some suggestions to English teacher, students, school, and the next researcher:

a. English Teacher

Most of the students in class VIII C were interested in studying English, but there are some problems. It was caused by teaching method. Teacher should give more attention and motivation in teaching and learning process by innovating conventional method into new attractive method.

The researcher suggests that the teachers should use various methods in the classroom because it can motivate their students and they will not get bored.

b. The students

Most of students felt that English lesson is difficult, but is also important. So, they should motivate themselves in learning English and bear in mind that English is important for their future. The students should try to do exercise and force themselves to read more and more, so that they can master English.

c. The school

The school should support the teacher in developing their quality in teaching English. The school should give the facilities needed by the teacher for the improvement of teaching and learning process.

b. Next researcher

This thesis can be reference for those who would like to continue to research or conduct a research with the same case. The next researcher should prepare the material well before implementing the method for the better result.