

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and, suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the finding of the result showed the positive impact in the students' writing skill and class situation. This study is categorized pre-experiment research design, the objective in this study is to find out whether question technique was effective or not to enhance students' writing skill and the students' achievement in writing skill after taught by using guided question. Therefore, the researcher concluded that guided question was effective to enhance students' writing skill there was a significant difference of the students' writing skill after treatment. The following are the description of the conclusion based on the problem statement of this research:

1. T-test result in which the value of t-test was 11.54. It was greater than t-table was 1.6955 at the level significance 0.05 and degree of freedom (df) was 31.
2. The mean score of pre-test (58.09), standard deviation (7.6), and the mean score of post-test (75.9) and the standard deviation (6.69)

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (58.09) is lower than the mean score of post-test (75.9). Then, the t-test

(11.54) was greater than t-table (1.6955). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

5.2 Suggestions

Based on the conclusion presented above, the researcher would like to gives some suggestions as follow:

1. In teaching writing skill, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active in giving the feedback to involve the students in teaching learning process.
3. The students should be more active and don't afraid if they make a mistake in learning process
4. The students should practice their writing paragraph with develop their ideas to write in English, and always enhance their vocabulary so that they are easier to develop their ideas.
5. Guided question technique can be applied in English teaching learning process, particularly the attempt of increasing the students' writing skill to write descriptive paragraph.

