

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion that are based on the finding and discussions in the previous chapter. It also presents some suggestions for English teacher and future studies.

A. Conclusion

Based on the data analyzed in the previous chapter, it can be concluded that Guided Writing technique can improve students' writing ability. Through Guided Writing technique, the students were able to write better in every cycle. The success of this research could be proved by the result of students' score on writing test in every cycle.

Base on the result of the research, it could be concluded that:

1. Using Guided Writing technique can improve students writing skill. It can be seen from the means score, of students' writing in pre-cycle, cycle 1 and cycle 2. Students' writing scores in pre-cycle have the mean score (41,74) was lower than KKM score 75 and in post test cycle 1, the students' writing score have the mean score (71,87) that was equal with KKM and in post test cycle 2, the students writing score have the mean score (85,09) that was higher than pre-cycle and cycle 1. From explanation above, this hypothesis was accepted.
2. The data showed that all of components of students writing also improve after using Guided Writing technique in teaching and learning process. It is proved by the differences of students' score in the pre-

cycle, cycle 1 and cycle 2 in term content, organization, vocabulary, language use and mechanic. *First*, in pre-cycle, the mean post test scores of the students' content was 13,83 while in cycle 1, the mean of post test was 21,22, and the cycle 2 the mean of post test was 25,04. *Second*, in pre-cycle, the mean post test scores of the students' organization was 8,8 while in cycle 1, the mean of post test was 15,61, and the cycle 2, the mean of post test was 17,43. *Third*, in pre-cycle, the mean post test scores of the students' vocabulary was 9,2 while in cycle 1, the mean of post test was 15,13, and the cycle 2, the mean of post test was 18,26. *Fourth*, in pre-cycle, the mean post test scores of the students' language use was 7,7 while in cycle 1, the mean of post test was 16,91, and the cycle 2, the mean of post test was 20,61. *Fifth*, in pre-cycle, the mean post test scores of the students' mechanic was 2,2 while in cycle 1, the mean of post test was 3,0, and the cycle 2, the mean of post test was 3,7.

3. Guided Writing Technique was improving students writing ability after applying Guided Writing technique in the process writing in all five components of writing. Especially for content, organization, Language Use, for Vocabulary and mechanics has improve but it was not too much because in Vocabulary the students still could not to be master in Sophisticated range, effective word/choice of word, word from mastery, and appropriate register. Although they have got some information and knowledge about mechanics, then they could not pay

attention about punctuation mark and sometime in their writing they could not write right spelling. The teachers and the other researcher can use Guided Writing technique while explain very clear about component of writing especially Vocabulary namely the word master, choice of word, effective idiom and mechanics also such as punctuation mark and spelling to improve their writing and they got knowledge and more information. As a result by using Guided Writing technique can be an effective to improve students' writing skill. It can be used by the other teacher, other researcher as a reference to change the ways in teaching writing. It can be concluded that the research was accepted.

4. Finally after analyzing the observation data, Guided Writing Technique improved students' motivation that make students enjoyed enough when learning English. The students enjoyed learning writing by using Guided Writing technique. They enjoyed work in group; they could ask each other and shared ideas. They did not have difficult feeling when they wrote text. They also have positive responses toward teacher's technique in teaching writing.

Related to the conclusions above, we know that learning result of teaching writing through Guided Writing technique can improve students' writing ability, especially in writing Descriptive text. So, this technique can recomend to improve students' writing ability in teaching writing.

B. Suggestions

Related to the statements mentioned in conclusion above, the researcher proposes some following recommendations. *First*, English teacher should consider the implementation of Guided Writing techniques an alternative technique toward students writing ability because by using this technique, the students can be more enjoyable in writing Descriptive text and hopefully the students' score in writing another text is higher too . *Second*, for the students, it will make them easier to make a good Descriptive text and give the students invaluable benefit because it helps them to make writing more fun and fell comfort in writing. *Third*, for the other researcher in similar field of study, it is suggested to carry out further studies about the effect of Guided Writing technique and it is also suggested to investigate other level of students, such as junior high school students and it is suggested to more focus in mechanics for the future research. *The last*, to all readers, may this research will bring you into good understanding how to improve the students' writing ability by using Guided Writing technique.