CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion from the previous chapter, this study can be summed up as follows:

1. The result of pretest showed the average score of the experimental group was 57.06. While the average in the control group score was

    63.23. It indicates that most students' scores were below the minimum completeness criteria. This problems were caused by several factor, such as (1) Students' lack of interest in learning English, (2) The sentence is not quite accurate based on the rule of English, (3) The findings suggest that there are many grammatical errors, such as the use of second, third verbs and spelling errors when writing sentences, (4) Students' lack of understanding of the topic written in the descriptive text material, (5) The lack of media provided by the teacher during teaching activities, so the ability to write is still considered difficult by most students.

2. When giving treatment to the experimental class, the researcher used web graphic organizer with descriptive text. The stages in giving treatment consist of (1) observing, (2) asking questions, (3) Collecting information/experiments, (4) associating/processing information, (5) communicating. Constraints The obstacles faced by the researcher during the observation activity were using web graphic organizer with descriptive text and which caused the students' scores to not reach the minimum completeness criteria, namely (1) Many students are confused in starting a piece of writing and feel afraid of mischaracterizing sentences in English because they rarely get Exercises in writing. (2) students take a long time to create descriptive texts because they feel confused about

choosing vocabulary about. In addition, by using web graphic organizer descriptive text, five aspects of writing skills that were the focus of this study were improved effectively, namely (1) Organization, (2) Content, (3) Grammar, (4) Mechanics, (5) Vocabulary.

3. Based on the results of the t-test, after using web graphic organizer in the classroom, in the control class the average pre-test score was 63.23 and the post-test average score was 67.1 While the experimental class had an average score pre-test 57.06 and post-test mean score 70.6. Next, the researcher compared t_t with t_0 on degree of significance 5% that was 1.67 Therefore, the result of t-test showed that $t_0 < t_t$ or $3.43 < 1.67$. In brief, t-test show that H_a or alternative hypothesis was accepted. The hypothesis test shows the effect size in this study is 0.85, while strong effect category is (0.51 - >1.00). It can be concluded that there is a strong effect of web graphic organizer using descriptive text to developing students' writing ability at the tenth grade of MA Raudhlatul Ulum Anyer.

B. Suggestion

Based on the prior conclusion, some suggestions will be offered by the researcher to some parties as follows:

1. For the English teacher

   The quality of the learning process must be improved by creating an encouraging learning environment and putting students at the center of their learning. Teacher must provide students with many opportunities to present and express their written work, provide engaging learning media, and implement effective learning methods.

2. For students

   They need to study harder and correct the misconception that learning English is easy. They should also be aware that English skills are necessary to help them get

better jobs and study other subjects written in English. They are also need to improve their writing skills so that they can communicate with foreigners.

3. For other researchers

This study can portray the Effectiveness of using Web Graphic Organizer to enhance student's writing skill on descriptive text at the ninth grade of MA Raudhlatul Ulum Anyer. The result showed that there is a significant effect of using Web Graphic Organizer to enhance student's writing skill on descriptive text. The use of Web Graphic Organizer is an interesting innovation in learning writing because by using it, students can be more spontaneous in expressing their thought. With this research, the researcher hopes that this can be a reference for other researchers related to writing skills.