

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher concludes this research to answer the formulation of the problem. The conclusion is based on the data finding and hypothesis testing:

Prior to the researcher's treatment at the eleventh grade of MA Nurul Falah, the students' pre-test scores for writing essay on cause and effect averaged at 60.48. Following the completion of the literature circle treatment aimed at enhancing their skills in crafting cause and effect essays, the students' average post-test scores increased to 70.48. This substantial improvement of 21.48% in their writing abilities underscores the effectiveness of the literature circle approach. The scores of every writing aspect also improved due to the implementation of literature circles. The content of their writing increased by an impressive 20,18%, with scores rising from 15,56 before to 18,70 after the treatment. The organization of their writing exhibited enhancement, with a 17,08% increase, as the scores shifted from 14,30 to 16,74. Language use also saw notable growth, with a substantial 23,42% increase, elevating scores from 13,70 to 16,91.

Furthermore, the improvement of students' vocabulary was particularly striking, showing a remarkable 31.82% increase, with scores climbing from 13,26 to 17.48. Even the mechanical aspects of their writing, including grammar and punctuation, improved, though to a slightly lesser extent, with an 8,40% increase as scores moved from 3,57 to 3,87. These results reflected the holistic and comprehensive progress achieved in students' writing skills, emphasizing the positive impact of literature circles on their overall writing proficiency.

The literature circle method can improve students' writing skill of cause and effect at the eleventh grade of MA Nurul Falah. T-test calculation showed that  $t_o:t_t = 6,98 > 1,717$  in degree of significance 5% and  $t_o:t_t = 6,98 > 2,508$  in degree significance 1%. Previously, the average score for students' cause and effect writing skill was 60.48. After implementing literature circles, this score increased significantly to 73.70, reflecting a 21.85% improvement.

The researcher also concluded based on the research of problem ;

1. Writing cause-and-effect essays can indeed be a challenge for students, often because they might find it hard to discern the causal relationships between events or phenomena or struggle with organizing their thoughts in

this format. Engaging students in this type of writing might require a few strategies:

- a) Relevance.
- b) Visual Aids
- c) Interactive Activities
- d) Modeling and Examples
- e) Brainstorming Sessions
- f) Feedback and Revision
- g) Choice and Autonomy

Understanding cause-and-effect relationships is an essential skill, not just in writing but also in critical thinking. By making the learning process interactive, relatable, and engaging, students might become more interested in writing cause-and-effect essays.

2. Teaching cause-and-effect essays requires specific methods to help students grasp the concept effectively. Here are some teaching strategies that can be utilized:

- a. **Explicit Instruction:** Begin by explicitly teaching the concept of cause and effect. Use clear definitions, examples, and non-examples to illustrate the relationship.

b. **Graphic Organizers:** Implement graphic organizers like cause-and-effect diagrams, charts, or concept maps. These visual aids help students organize their thoughts and understand relationships more concretely.

c. **Modeling:** Demonstrate how to write a cause-and-effect essay effectively. Show examples, break down the structure, and explain how to identify and articulate causes and their corresponding effects.

d. **Practice with Varied Texts:** Provide diverse reading materials that exhibit cause-and-effect relationships. Analyze these texts together to identify the cause-and-effect structures within them.

e. **Guided Practice:** Offer guided practice sessions where students work through cause-and-effect scenarios or passages together. This allows them to apply what they've learned in a supportive environment.

3. Creating engaging and interesting learning materials is crucial to captivate students' interest and enhance their learning experience but researcher but the researcher was able to improve student learning by using the method **Peer Collaboration and Discussions:** Facilitate group discussions, debates, or collaborative where students can exchange ideas and learn from each other's perspectives.

4. The absence or inadequacy of learning facilities within classrooms can significantly impact the educational experience. Here are some strategies that can help mitigate this issue:

- a) **Flexible Seating Arrangements:** Even without high-end facilities, rearranging desks or furniture to create a more conducive learning environment can make a difference. Different seating arrangements can foster collaboration, discussion, and engagement among students.
- b) **Interactive Whiteboards or Displays:** If available, utilize interactive whiteboards or displays to enhance visual learning. These tools allow teachers to present information in engaging ways and encourage student participation.
- c) **Collaborative Learning Materials:** Encourage group projects or activities that require minimal resources but promote teamwork and creativity among students.
- d) **Teacher Training and Innovation:** Provide professional development opportunities for teachers to learn innovative teaching methods that don't heavily rely on specific facilities. This might include strategies for interactive lectures, storytelling, or using everyday objects as teaching aids.

## **B. Suggestion**

The researcher also suggests teacher, student, and further researcher to develop a study about literature circle on students' writing skill of cause and effect:

The teacher can continue to integrate literature circles into the teaching of students' cause and effect writing skill. The teacher can provide clear guidance and instructions to students on how they can maximize the benefits of literature circles. The teacher should support students' initiatives to collaborate and share ideas within the literature circles groups, so they can develop their cause-and-effect writing skill more effectively.

Students, make the most of the opportunities provided by literature circles. They can take an active role in group discussions and use this time to deepen the understanding of cause and effect concepts. The students can use this experience as a chance to sharpen their cause and effect writing skill.

This research has paved the way for a deeper understanding of the effectiveness of literature circles in enhancing students' cause and effect writing skill. For future research, consider focusing on the specific aspects of literature circles that have the most impact on improving writing skills. Additionally, involving more subjects or

classes can provide broader insights. This will help develop better pedagogy and maximize the benefits of literature circles in improving students' writing skill.