

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated the effectiveness of the Feynman Technique in reducing writing errors on EFL students' report writing among the Ninth Grade Junior High School Students at MTs Al-Jauharotunnaqiyyah Kota Cilegon during the Academic year of 2024/2025. Through a pre-experimental research design, pre-test and post-test scores were analyzed to determine whether the technique effectively reduces students' errors in writing.

Through manual and statistical software calculations, *i.e.*, *SPSS* 30.0., the findings indicated that the Feynman Technique had a positive impact on students' writing performance. The manual calculation results showed that the observed t-value (t_o) was 12.08, while the critical t-value (t_t) was 1.697. Since the observed t-value (t_o) > the critical t-value (t_t), the null hypothesis (H_o) was rejected, and the alternative hypothesis (H_a) was accepted, confirming that the Feynman Technique reduced writing errors in students' report writing. The statistical analysis using *SPSS* 30.0. further supported this conclusion, as the p-value obtained was <0.001, which is significantly smaller than the chosen significance level of $\alpha=0.05$, indicating strong evidence against the null hypothesis.

Another noticeable difference can be seen in the mean score of the pre-test and the post-test results. Before the treatment, the mean score of the pre-test was 12.37, while after the treatment, the result obtained from the post-test was 20.93. This suggests that the Feynman Technique, through steps such as identifying the topic, teaching it to others, identifying knowledge gaps, and simplifying complex concepts,

effectively contributed to reducing errors in the students' writing performance. Notably, the most significant improvement occurred in the Content aspect, where 90.6% of students reached the excellent level compared to 37.5% before the treatment, while Mechanics showed the least improvement, increasing from 3.1% to 25.0%. This indicates the Feynman Technique was most effective in developing content ideas but less so for technical accuracy.

Therefore, this study provides a clear answer to the research question: "Is the Feynman Technique effective in reducing writing errors among EFL Students' Report Writing?". The findings indicate that manually, the **observed t-value (t_o)** > **critical t-value (t_d)**, and statistically using *SPSS* 30.0. the result shows **sig = 0.001** < **α = 0.05**. Thereby, as both manual and software-assisted analyses meet the criteria for rejecting the null hypothesis (**H₀**) and accepting the alternative hypothesis (**H_a**), it can be concluded that the Feynman Technique is effective in reducing writing errors among EFL students' report writing.

B. Suggestion

Despite these positive outcomes, certain limitations should be acknowledged, presenting opportunities for further research. Future studies are suggested to incorporate a control group to strengthen the validity of findings, as this study focused solely on changes within the selected experimental class. A comparative study with a control group would provide stronger evidence of the Feynman Technique's effectiveness in reducing writing errors. Furthermore, while this study examined its impact on writing skills, future research could explore its applicability to other language domains such as speaking, reading, and listening to assess its broader effectiveness in the EFL context.