

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer will present the conclusion that are content of conclusion of the data, the writer suggestions for student, teacher, and other researcher who want to do research about scaffolding or other technique in writing skill.

#### A. Conclusion

1. Students' writing skills before and after using scaffolding technique on teaching writing can be seen from mean score of pre-test and post-test in experiment class, and the data details as follow:
  - a. Students' writing skills before applying scaffolding technique in teaching writing is still low, it can be seen from the mean score of the pre-test in experiment class (36,2). It shows that the students still feel difficult to understand English especially in writing. The students have not been able yet to gain all of specific information from English language.
  - b. Students writing skill after applied writing as a technique in writing activity increases significantly, it can be seen from the mean score of post-test in experiment class (67,933), it shows that using scaffolding gives positive and significant effect toward students' writing skill. There are many factors that make students' easier to understand the text when scaffolding was applied, some of them is students more motivate to

follow the class because scaffolding also uses collaborative method in its activity, students' can habituated to write English step by step.

2. The effectiveness of scaffolding toward students' writing skill is also can be seen from t-test calculation where the value of ttest is 0,277, it is higher than  $t_{005}$  (2,002) and  $t_{001}$  (2,392) with d.f 58. Based on the data, it shows that scaffolding gives no significant effect on students' writing skill.

It may happen because there are some other factors influence more the students writing skill.

## **B. Suggestions**

Based on the explanation above, the writer would like to suggest:

1. For students in SMA Subis
  - a. Students should have more practiced their writing skills, because more practice can make writing skill be better.
  - b. Students should have been more confident to their ability, they may not be afraid to tell their ideas or their opinion especially when they do writing practice within class activity.
2. For the English teacher in SMA Subis
  - a. Teacher should have prepared the good materials. Because it can makes teaching learning activity more effective and fun.

- b. Teacher also has to give support to the students, so the students can be more confident to share their ideas.
  - c. Teacher should have trained students' writing skill step by step, because not all of students have similar ability. So the teacher should have looked for the suitable method to develop their students' writing skill.
3. For researcher
- a. For other researcher, the writer suggests to do research by using scaffolding with other research methodology. The writer thinks using classroom action research in scaffolding technique can give more specific result.
  - b. scaffolding is multiple skills where it can develop not only writing skill, vocabulary skill. The writer suggests to analyze other component of English, for example using scaffolding to develop student's speaking skill.