

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From all of paper statement above, the writer can take the conclusion as follows:

1. The student's descriptive writing before using the elicitation technique is less. The student can not make a descriptive text well, that is because they are confused how to start writing. But after using it, students' descriptive writing is better and show increasing significantly. It can be seen from the average score in pre-test and post-test. The lowest score of experiment class in pre-test is 45, the highest score is 80, in post-test the lowest score is 65, and the highest score is 95. The lowest score of control class in pre-test is 40, the highest is 80, in the post-test the lowest score is 50, and the highest score is 80. So, the writer uses the elicitation technique to make students interest in learning writing descriptive text. After using it, there is increasing on students descriptive text writing, and the result of t-test shows that

$t_{o:t_t}=2,94 > 1,67$, in degree of significance 5% and $t_{o:t_t}=2,94 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that Using Elicitation Technique has significant effective on teaching writing descriptive text.

2. Using the elicitation technique as the treatment of learning and use of all strategies of eliciting information such as; give instruction, use gesture or mime, ask students fill in the blank paraghrap, give definitions, use synonyms and antonyms, use viasual aid, use prompts, and use review items. So, the writer uses the elicitation technique to make students interest in learning writing descriptive text. After using it, there is increasing on students descriptive text writing, and the result of t-test shows that $t_{o:t_t}=2,94 > 1,67$, in degree of significance 5% and $t_{o:t_t}=2,94 > 2,39$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected. It means that Using Elicitation Technique has significant effective on teaching writing descriptive text.

B. Suggestions

After doing the research and collect the data, then the writer gives suggestion for increasing writing descriptive in the place of research:

1. English Teacher

- a. It is recommended for other English teachers in MA Al Mumtaz Pulosari Pandeglang to apply this technique as an alternative and interactive technique in teaching writing. It can help the students to write their descriptive text more attractive.
- b. Teacher should develop teaching materials that suitable with the student's level.
- c. The teacher should be creative in using teaching media, to make the teaching- learning more effective.

2. For the students

- a. The students should study English through practice and experiences.
- b. The students should active in the class and also creative to get the point of teaching- learning process.

- c. The students should pay attention to what the teachers instruction and all the duty.
 - d. The students should learn the material before it is thought by the teacher in the class so it will be easy for them to understand the materials.
3. Other researchers
- a. For the future researcher, before go to the field, do the observation correctly and must have appropriate the technique in teaching English.
 - b. This paper can be used as a reference for next researcher to develop the students especially in teaching descriptive text writing.
 - c. There are many problems on students, not only in the field of writing skills, but the writer found the others problem such as their motivation to learn English is less. Hopefully for the text researcher can be considering to find the solution of that problem. This problem is very good to be observed.