

## **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. Most students' scores have not reached the minimum scores, that is 70 based on Minimum Completeness Criteria. On one hand, in the experimental group (IX A) the lowest score was 48 and the highest score was 76. Meanwhile, the mean score was 63.06. On the other hand, the minimum score in the control group was 54, the highest score was 77 and the mean score was 66.86.
2. When giving treatment to the experimental group, the researcher still applies a scientific approach by utilizing instructional media, namely Diagrammatic Flowchart. The steps of giving treatment consist of (1) observing (2) asking questions (3) collecting information/experiments (4) associating/processing information and (5) communicating. Essentially, these learning steps are described in detail in the 2013 Curriculum.

3. Based on t-test, 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  $1.65 < 1.67$ .

In brief, t-test showed that  $H_a$  or alternative hypothesis was rejected. Meanwhile,  $H_0$  or null hypothesis was accepted. In other words, It can be drawn a conclusion that there is no a significant effect of using diagrammatic flowchart to enhance students' writing skill on procedure text at the ninth grade of SMP Negeri 19 Kota Serang.

## **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, she needs to enhance the quality of leaning process by creating encouraging learning atmosphere, putting students into center of learning (shifting paradigm from teacher center to student center), giving many opportunities to student to present and express their writing works, providing attractive learning media and implementing effective learning method.
2. For students, they must study harder and change their misconception if learning English is easy as long as they are

- willing to study and effort seriously. They should also be aware that they must have proficiency in English so that they can get better jobs and help them to learn other subjects which written in English text. In addition, they should also strive to enhance their writing skills in order to be able to communicate with foreigners.
3. For other researchers, this study can portray the use of diagrammatic flowchart in teaching writing on procedure text at the Ninth Grade of SMPN 19 Kota Serang. Even though the result showed that there is no a significant effect of using diagrammatic flowchart to enhance students' writing skills on procedure text, but this research still has contribution especially on the direct implementation of using diagrammatic flowchart in teaching writing on procedure text. Finally, the researcher wishes this study can be a reference to enrich treasure of science especially related to the study of writing.