

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

## **CHAPTER FIVE**

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In this last chapter, the writer presents the conclusion and the suggestions concerning to this study. She gives the summary of this study in the conclusion section while in the suggestions section, she gives her suggestions for the writing English teachers and recommendation for further research.

#### **5.1 Conclusion**

Learning English as a Foreign Language is not a matter of learning how to listen, speak, and read but also learning how to write. The ability to write itself plays an important role in life and also in educational purposes, even for senior high school students. This skill is important because through writing the students can communicate to others who come from different places and backgrounds.

However, the fact shows that it is not easy for the teacher to teach the students to write and for the students to learn how to write. Besides writing tends to get a little part to be discussed in the senior high school level, the students often feel bored when they follow the writing class. There are also many problems faced by the students when they are demanded to write one or more compositions. First, the students often get difficulties in getting and generating the ideas to write. They do not know what to do when they are faced on a blank sheet of paper. Second, when they already get the ideas to write, they are confused in organizing them in their compositions. Most of them get obstacles in arranging the sentences into a

paragraph or connecting one paragraph to others since they just link sentences that appear in their mind without paying attention whether they are coherent or not. Another problem arises when they use the inconsistency of the grammar point and inappropriate words in their compositions. This becomes the result of different structure and vocabularies that English has compared with the students' native language.

Through a quasi-experimental non-randomized research method using two techniques – the summarizing technique and the question-answer technique, the writer took two classes from five non-science classes in the second grade of Santa Maria Surabaya Catholic Senior High School of the academic year of 2004/2005 as the samples of the study. The classes were divided into the experimental group where summarizing technique applied and the control group where question-answer technique applied. Then, each of the groups got four times of treatments. Both groups received four same reading passages with different instructions during the treatments given. After the treatment period was over, they received the post-test. Using the topic given, they were asked to write narrative compositions that consisted of at least a hundred words within forty-five minutes.

Based on the statistical calculation of the students' post-test scores, the result obtained for the experimental group was higher compared with those who were in the control group. Since the observed-t was higher than the t-table, it indicated that there was a significant difference between the two groups. In short, it could be said that the use of the reading passages and the summarizing technique in teaching writing could improve the students' achievement in narration.

## 5.2 Suggestions

Since the use of the reading passage and the summarizing technique was found to be useful, the writer in this section would try to suggest this technique as a model in the teaching and learning narrative writing in the classroom. This could be an alternative way to assist the students in developing their writing skill, especially in narration. The reading passages as the media could arouse the students' interest and motivation to write. Therefore, they should be easily understood and as interesting as possible.

However, the writer also realized that the study that she had held was far from being perfect. Therefore, she expected that there would be other researchers who conducted deeper study about this in order to get more complete and more valid result. For the further study, there were several points that could be used as the recommendations in using this technique. The research design of this study was the quasi-experimental non-randomized research method in which data was collected and calculated using the t-test. To make it better for the further study, she highly recommended to conduct the study on this technique not only for calculating the students' post-test scores but also generating the difficulties that the students faced in having this technique. In this study, the writer viewed the students' progress from their final product, that was the post-test scores. It would be much better if in the next study, other researchers conducted this technique by emphasizing on the process of using the summarizing technique since this technique was already found to be useful to assist the students in writing narration. In the further study, the writer would also recommend to use the

summarizing technique for the other types of writing so that the result of the study could be more representatives one.

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