

## **. CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher wants to conclude the result of the research, and wants to suggest to the reader especially to the students and teachers in relation with the result of this research. The researcher hopes it would be useful for the readers to improve the quality of English teaching, especially in teaching writing descriptive text to tenth grade students of Senior High School.

#### **A. Conclusion**

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. After getting the result of study, the researcher concludes that Graphic Organizer was effective to teach writing of descriptive text. By using Graphic Organizer, the teacher could create an interesting teaching learning process in the classroom because the students can present what they know and understand in a graphic organizer. It also makes students enthusiastic in writing text, especially in writing descriptive text.

There are some significant differences between experimental and control class. The average scores for the

experimental class were 49.079 for the pre-test and 62.5 for the post test. Meanwhile the average scores for the control class was 50.142 for the pretest and 58.286 for the post-test. It means that there was an improvement of the students' achievement in descriptive text. Each class had different achievement. The achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class were 62.5 which were higher than the control class 58.286. It means that teaching descriptive text by using Graphic Organizer was better than teaching descriptive text by using non-Graphic Organizer.

The result of the calculation post-test using the t-test showed that  $t_{count} = 2.077$  and  $t_{table}$  for  $\alpha: 5\%$  was 1.67. It means that  $t_{count}$  was higher than  $t_{table}$   $\{2.077 > 1.67\}$ . It can be concluded that there is not a significant difference in the students' score in descriptive text at the tenth grade students of MAN 02 Semarang in academic year of 2016/ 2017 between students who have been taught by using Graphic Organizer and those who have been taught by using non-Graphic Organizer.

In addition, teaching descriptive text by using Graphic Organizer can help the students improve their writing skills. It means that using Graphic Organizer can

build students' independent learning; they were more enthusiasts to learn about writing especially in descriptive text.

## **B. Suggestion**

In teaching and learning English at Senior High School, the teacher must create enjoyable and interesting atmosphere. Because, the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning. So, the students are interested in learning. After the students enjoyed learn the material, they were started to learn independently. Students can find more vocabularies and apply vocabularies into sentences then into paragraph. When the students have studied about the material, of course they have understood about the material well. It means that after knowing a media Graphic Organizer students can understand about how to compose descriptive text as well. So, it is possible that they will get higher score than before.

The researcher realizes that it still less perfect. The researcher hopes any suggestions and criticisms to make it perfect. The researcher hopes that it can be useful to the readers. Amen.