

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The attempt to improve students' writing skill in descriptive text using the power of two and four that had been done in two cycles in the research entitled "Improving Students' Writing Skill in Descriptive Text Using the Power of Two and Four (An Action Research at The VIII Grade of MTs. Irsyaduth Thullab Demak in Academic Year 2010/ 2011 had result some conclusions as follows:

1. The implementation of using the power of two and four in teaching writing, first teachers provided one or more questions to students in need of reflection in determining the answers. Then, teacher asked students to answer the questions themselves and divided sets of pairs. Couples group was determined according to the original list of absent or could be randomized. In the process of learning after students complete all the answers, form into pairs and asked them to share (sharing) with other answers. The teacher asked the couple to discuss search for new answers. In the process of learning, the teacher asked students to create a new answer to each question with a correct response to each individual. After that, teacher asked the group to discuss search for new answers and asked students to create a new answer to each question with a correct response to each pairs. Last, teacher asked participants to discuss the results of his sharing. In the process of learning, students were encouraged to discuss the classical to discuss issues unclear or poorly understood to end the teacher learning together with students studying material conclusion.
2. The use of 'the power of two and four' is effective in improving students' writing skill. The skill in writing descriptive text improved after being taught by using the power of two and four. They can write easily without consuming more time because they can work together and help each others. They are able to describe whole of parts, qualities, and characteristics of objects that was given by the teacher. It is shown by the score of pre cycle test, cycle I and cycle II. In the pre subject found the total score of students' writing result was

1135, its mean was 49.35. It means that the value of students' writing result was low. In the first cycle found the total score of students' writing result was 1553, its mean was 67.52. It means that the value of students' writing result was enough. In the second cycle found the total score of students' writing result was 1783, its mean was 77.52. It means that the value of students' writing result was good.

Table 5.1

The improvement of students' writing skill in descriptive text

	Pre Cycle	Cycle 1	Cycle 2
Average	49.35	67.52	77.52

So, the researcher can conclude that 'the power of two and four' can be considered and implemented as the strategy in improving students' writing skill in descriptive. This can be seen from students' score in writing where in pre cycle were only about 49.35, it is so far from the minimum standard that should be at least about 60, and in cycle I it increased up to 18.17 became 67.52. Moreover, in cycle 2, it was getting increased significantly up to 77.52 or having an improvement up to 10 from cycle I.

## B. Suggestions

This study is useful for English teachers to improve students' writing skill in descriptive text. There are many strategies to be used in teaching learning process and the power of two and four is one of an alternative strategy of teaching writing. Having finished conducting this research, the researcher considers some suggestions in order to improve writing skill in descriptive text, especially for the teacher, the students, and the reader. The researcher's suggestions are as follow:

1. For the teachers
  - a. Teacher plays many important roles in teaching leaning process. This is why, besides a skill in motivating learners as a prompter, a participant, and a good feedback provider; he/she should have a skill in giving strategy as his/her methodological repertoire. Teacher should have the ability to carry

out the strategy in the classroom in order to help students understanding and practicing materials easier.

- b. Teacher is suggested to be creative in teaching writing, because by giving interesting strategy, students will have an interest to learn writing more.
- c. Teacher should have some media to enrich their English teaching strategy.
- d. Teacher is expected to motivate to the students in writing especially in descriptive text.

2. For the students

- a. Students should be braver in writing. Because in writing, they can share their idea, opinion, and imagination in written form.
- b. Students should be more confidence in writing foreign language being learned, they need to avoid feeling scared or shy of doing grammatical errors, less vocabulary and idea while they are trying to write in English, because they should at least have an interest to write first, for then they should try and learn hard to solve their problems. This can be done by searching or creating their own model of learning writing, such as, watching English movie, reading English magazine or dialogue book. They may also use other strategy like Barrier Games, Cloze, Dialogue journal, dictogloss, information grid, semantic, etc for then they may share their problems.
- c. Students should study and learn to improve their ability in writing or broader, for English by improving their vocabulary and content from the media such as, English newspaper/magazine, radio, television, or even by listening to English song.

3. For the next researcher

The researcher admits that there are so many limitations in conducting research. The writer realizes that this thesis is far from perfect. This can be caused by many factors, such as the limitation of time, so it is not prepared well or perhaps because the lack of the writer understanding. The writer hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research.