

CHAPTER V CONCLUSION AND SUGGESTION

This chapter represents the conclusions of the research findings and suggestions. The conclusions are endeavored to answer the research questions based on the research findings discussed on preceding chapters. Meanwhile, the suggestions explicate researcher's expectations from the results of the study.

5.1 Conclusions

Referring to the research questions and discussions of the research findings on the previous chapters, conclusion can be cited like following:

1. KWL (Know, Want, and Learn) Technique can improve students' ability in writing hortatory exposition text. It is indicated by the hypothesis testing was accepted. On this research, the researcher conducts three topics. They are computer, internet, and facebook. The result of computation shows that t-value on each pairs was higher than t-table (2.021) and the value of 2-tailed significances were lower than the significant level 0.05. To be clearly, here was the detail of each pair. Pair 1 showed t-value 10.793; Pair 2 demonstrated t-value 10.533; and Pair 1 showed t-value 10.280. It means that H_1 was accepted and H_0 was rejected. From the discussions above, the researcher bring to a

close that KWL Technique can improve students' ability in writing hortatory exposition text.

2. On this research, the researcher evaluates students' writing based on the five components of writing. They are content, organization, vocabulary, language use, and mechanic. From the result of students' score, it is found that among the five elements of writing, KWL Technique works better on three elements. They are content, vocabulary, and language use which is the best is on language use element. The other two elements, organization and mechanic, do not showed good improvement. These are clarification points of the way each element of writing improved; they are:
 - a. Content component, KWL Technique is able to increase students' ability writing because the students are led to elaborate their prior and current knowledge so that their writing can be more developed. As we know, the first step in this technique invites the students to express everything that they know already about the topic of their writing. Then, they ask to write questions based on their background knowledge about what they still need to find out about the topic. After that, the students are given such passage to add the information about the topic. So, by using this technique, the students' knowledge about a topic is wider so that it will be substantive and relevant to assign topic.
 - b. Organization component, KWL Technique is slightly able to enhance students' writing well. The problem may arise from the time allocation to discuss about the organization of hortatory exposition text is not enough. Most students still did not have adequate understanding about the parts of

hortatory exposition text; which one is thesis, argumentation, and recommendation.

- c. For vocabulary component, KWL Technique is able to improve students' writing because this technique invites the students to read the material. Then, they are asked to write the information from the article they had read. This task may help the students to solidify their initial learning of the vocabulary.
- d. While language use component, KWL Technique is able to increase students' writing because by this technique the students are allowed to imitate some model of writing by copying a series of sentences from the passage into L column in KWL Chart. This gives them a sense how to write the language and helps them become familiar with certain grammatical and stylistic form.
- e. In the case of mechanics component, KWL Technique is slightly able to increase students' writing skill because this technique invites the students to be independent learner. The students are encouraged to activate their background knowledge and integrate it with their current information by questioning and accessing information. So, if the students do not have good background knowledge about the mechanic component of writing and they do not pay attention to the mechanic on the passage given, their writings will not have really good improvement in this component.

It can be concluded that the way of KWL Technique in increasing students' ability in writing hortatory exposition text is dominantly by improving three elements of writing namely content, vocabulary, and language use.

3. There are three topics applied in this research. They are computer, internet, and facebook. The result of the study shows that the topic which has the highest achievement in students' writing hortatory exposition text applying KWL Technique is facebook. The mean difference of Topic 3 and Topic 1 is 4.750 (0.000) and the mean difference of Topic 3 and Topic 2 is 2.524 (0.011). These are significant at the 0.05 level.

5.2 Suggestions

In accordance with the findings and the uses of the research, the suggestions are recommended as the following:

1. For Further Researcher

This research is advisable to be replicated by further researcher. There are some suggestions for the next researcher. First, he should apply another more interesting article or topic which closes to students' daily life and can stimulate their interest to explore their background knowledge, make discussion, and develop their paragraph. Second, he also should use another way to fill the chart, especially in fulfilling L column. He may use direct research –which the students directly observe– or internet –which students search the answers of their questions in W column by browsing on internet–. Finally, since it has been proved that KWL (Know, Want, and Learn) Technique can improve students' ability to compose hortatory exposition text in second year of senior high school, further research can be investigate whether this technique can also be used in different type of text or different level of students.

2. For Teacher

Considering the advantages of KWL (Know, Want, and Learn) Technique, it is recommended to English teachers to apply this technique as one alternative technique for teaching hortatory exposition text. However, there are two points should be determined in applying KWL (Know, Want, and Learn) Technique.

- a. Because there are many activities conducted by the students in this technique that makes this technique this technique time consuming, it is suggested to teachers to find the way to make the procedure shorter.
- b. Among the five elements of writing, there are two elements which do not well develop. They are organization and mechanic. Then, the suggestions for the development of these two elements are referred to the following.

1. Organization

The final result of the aspect of organization shows that the increase of organization score is not good enough. For this problem, the writer suggests the teacher to explain and discuss deeply about the organization of hortatory exposition text with his students before applying this technique. He may show the example of hortatory exposition text available on text book and invite the students to pay attention to this text. Then, they discuss the parts of hortatory exposition text; which one is thesis statement, argumentation, and recommendation. He may also explain the function and characteristic of each part. Finally, he may check students understanding about the organization of this text by questioning. After these steps are done, the teacher may invite the students to compose their writings by applying this technique as pre writing activity.

2. Mechanics

This component indicated some weaknesses particularly are related to capitalization, punctuation, and spelling. For the first problem, relating to capitalization and punctuation, it is suggested to the teacher to remind and explain to the students how to use capital letter and punctuation by, for example, explaining and discussing in the same with discussion about organization of the text. Then, he must also remind the students to use the capital letter and punctuation correctly in their writings before the students compose their texts. Secondly, for the problem relating to misspelling words, it is advocated that the teacher asks the students to bring the dictionary. He may invite the students to open their dictionary while they find doubt in spelling a word.

3. For Students

As stated in the previous chapter, the treatments of KWL (Know, Want, and Learn) Technique given to the students hopefully can help them to write paragraph, especially hortatory exposition paragraph. This technique may also help them to learn various subjects. It can activate their background knowledge, elaborate on that knowledge by asking appropriate questions that guide their research, and relate new information discovered in their research to their previous knowledge. So, it is suggested to the students to apply this technique during learning process to be independent learner.