

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion. It includes the effectiveness of interactive writing technique in improving students' writing ability and some suggestions for further research.

5.1 Conclusion

It can be concluded that the interactive writing technique is effective in improving students' writing ability. By comparing the result of writing test between control group and experimental group, it was proved that the experimental group who received treatment by operates the interactive writing technique improved their writing ability. Their scores in the last writing draft were higher than those who were in control group.

Whereas the questionnaire result as secondary data shows that almost the majority of students' responses (86,1%) have positive response, 8,3% have negative response, and 5,6% have neutral response toward interactive writing technique.

5.2 Suggestion

Writing skill is difficult to comprehend. This statement is supported by some experts (Alwasilah, 2005; Graves 1983. Since writing skill is important, it is advisable to provide interesting technique in teaching writing.

This technique can be implied in improving the previous stage of writing; those are the planning stage and writing stage. Furthermore, the interactive

writing has a close relationship with reading, speaking and listening skill. By considering the limitation and weaknesses this study, it is suggested that this technique can be applied in teaching other language skills.

In addition, the students' score were generally improved but there are still some students who made little progress. It can be caused by the teachers' role during interactive process. Since the teacher is one of important factors during the interactive writing, the teacher should actively stimulate students' response during the discussion in interactive writing session in the classroom.

