

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter consists of two main parts; 1) the conclusions of the research and 2) the suggestions for English teachers and for other researchers who would carry out similar study. They are based on the research findings and discussion in the previous chapter

#### 5.1 CONCLUSIONS

The aim of the study, in general, is to find out the effectiveness of the webbing technique in improving students' ability in writing recount paragraphs. The pretest and posttest were administered to both experimental and control groups. However, particular treatment, that was the use of webbing technique given to the experimental group only, while the control group was taught by guided writing. The researcher used SPSS 12.0 for windows to analyze the result of pretest and posttest scores.

At the beginning of the study it could be seen that the students of *MTs Negeri Kendal* as novice writers got some difficulties in writing such as difficulties of finding out ideas to start writing, lack of vocabulary, poor grammar, and poor in constructing sentences. It was proved by the pretest score they got. The mean of the experimental group pretest is 54.70 while the mean of the control group is 54.64. It has not yet met the target of the *KKM (Kriteria Ketuntasan*

*Minimal*) or Minimum score Criteria or minimum target score which had been stated in the beginning of the academic year, that is 60. From those pretest results for both groups the researcher found that there is no significant difference mean between the two. In other words, the students' ability in writing recount paragraphs between the two groups is relatively similar.

On the other hand, after several different treatments were given, the researcher employed webbing technique in experimental group and guided writing in control groups, there was a difference mean of the posttest. The experimental group reaches 61.27 in mean, while the control group reaches only 54.98. Based on the computation, this difference mean is statistically significant ( $t_{\text{obt}} 5.686 > t_{\text{crit}} 1.980$ ). In short, it could be concluded that the use of Webbing technique gave more significant improvement compared with guided writing to the result of the students' ability in writing recount paragraphs.

Moreover, based on the questionnaire result, most of the students from the experimental group admitted that the use of the webbing technique helped them to find out ideas before writing. This is very helpful for them to overcome the writing block they often got. As the result, webbing technique is interesting enough to motivate them starting writing, even some of them hope that their English teacher would use webbing technique in other writing classes. However, the result reveals that webbing technique does not work well for improving the students' grammar ability. Some of the students also confess that they need more time to make webbing before they started writing.

## 5.2 SUGGESTIONS

Based on the research findings above, the researcher raises some suggestions for both English teachers and other researchers. Since the result of the research shows us that the use of webbing technique is effective enough for attaining support for the students in writing recount paragraphs, the writer suggests English teachers to apply this technique in teaching their students writing recount text or at other kinds of genres taught in Junior High School, especially narrative and report.

Based on the result of the questionnaire administered for the experimental group the researcher suggests English teachers to find effective ways in managing time in pre-writing since most of the students used much time in applying webbing technique to find out ideas.

The researcher also suggests other researches to conduct further studies in the field of writing using webbing technique to search or uncover other advantages and disadvantages of the technique. The researcher hopes that other studies will be conducted in true experimental design to gain better and valid findings. It would be much better if the next researchers conduct their studies by using more than two groups and use various teaching methods to find out the effectiveness of webbing compared with other techniques of writing.