

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents about the conclusion and suggestion based on research findings presented in the previous chapter.

A. Conclusion

Based on the results of using Scaffolding Technique towards students' skill in writing descriptive text at the seventh grade of SMP Negeri 1 Sumbergempol, is effective. There is a significant difference between students' achievement before and after being taught by using Scaffolding Technique.

1. The students' achievement in writing descriptive text before they are taught by using Scaffolding Technique was low. The highest students' score on grammar there were (11.8%) getting 4 score to 4 students and the highest students' score on vocabulary (23.5%) getting 4 score to 8 students.
2. The students' achievement in writing descriptive text after they are taught by using Scaffolding Technique was improved. The highest students' score on grammar there were (35.3%) getting 4 score to 12 students and the highest students' score on vocabulary (58.8%) getting 4 score to 20 students.
3. The researcher found there was significant difference between the students' score before and after being taught by using Scaffolding Technique. It proven by the result of statistical calculation using SPSS 16.0. The score after being taught by using Scaffolding Technique is higher than before. The differences mean score of pre-test and post-test is 1.324. Standart deviation is 1.492, mean standart error 0.256. The Sig. (2-tailed) or p_value 0.000 is divided by

two $0.000/2 = 0$ and the significance level is 0.05. Since 0 is smaller than significance level (α) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean after the treatment is smaller than or equal to the one before the treatment is rejected. It automatically accepts the alternative hypothesis saying that the mean after the treatment is bigger than the one before the treatment.

4. Finally, based on the explanation above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the using Scaffolding Technique can be improved the students' writing Descriptive Text at The Seventh Grade of SMP Negeri 1 Sumbergempol.

B. Suggestion

Based on conclusion above, the researcher would like to give some suggestions as follow:

1. Teachers

The teacher are suggested to use Scaffolding Technique to improve students skill in writing descriptive text. This is very suitable to be applied in curriculum 13. It help the teacher to teach the students in teaching and learning process especially foccusing on writing case to improve students comprehension in term of content writing. The teacher have not to give an assigment to the students, but also the teacher always give them motivation, suggestion or clue or etc to help their students easier to write. It make a correlation between the teacher and the students more closely.

2. Further Researcher

The future research can use this research to get inspiring idea, they may develop this strategy or Scaffolding Technique another cases. In addition, the future researcher can use this research as reference to support some sources their needed. Finally, this research is pre-experimental research design, for the next researcher who conducts to the same strategy is suggested to use large groups with different design of the research.