

## CHAPTER V

### CONCLUSION AND SUGGESTION

This is the final chapter of this research dealing with the conclusion and the suggestion that might be able to be taken as the concern to the future study.

#### A. Conclusion

There are obviously some some main points related to the finding covering the students' debate as well as their writing achievement in which research problem rised. It is based on the signifikan correalition between students' debate mastery and their achievement in writing analytical exposition text. The correlation coefficient obtained from the conducted research as you can see below:

1. The result is significant in 0,915. It means the debate correlates with writing analytical exposition text.
2. The result is positive. It means the other variable debate and writing analytical exposition tex have tendency to also increase;
3. The result is high in 0.800-100. It means the HI can't be rejected, it must be accepted.

Based on the data analysis by using SPSS, the reseacher finds the coefficient correlation is 0.915. Therefore there is positive and significant correlation between students' debate mastery and their achievement in writing analytical exposition text. The finding of this research indicates that the null hypothesis is rejected, automatically alternative hypothesis is accepted and the

investigation confirms that there is significant correlation between students' debate mastery and their achievement in writing analytical exposition text. The research reveals the findings that the students' debate mastery may help them to increase their achievement in writing analytical exposition text. Students who are good in debate they also might be good in writing. It can be seen from their debate and writing score especially in writing analytical exposition text.

## **B. Suggestion**

Given the fact that the result had been well completed, the researcher intend to give some suggestions related to English teaching learning as well as the future studies. They are given as follows:

1. For the teachers.

Regarding to the four skills in English, it is expected that a teacher could teach skills by integrating them with another. Especially for the analytical exposition which is content speaking and writing. With debate, teacher may combine it onto teaching analytical exposition. Besides that, the teacher could have debate method in teaching analytical exposition even in oral or in writing skills. Thus, they could overcome students' barrier in order to ease the students of practicing speaking which keys is debate as well as the writing analytical exposition activity.

2. For the students.

In learning certain language, students could use debate in learning analytical exposition because both of them have similarities. Moreover debate and writing analytical exposition support each other. So, the students' must not be aware to join in debate extra because they're able to understand in writing analytical exposition ability as well as debate ability.

3. For other reseachers.

As this research is not perfect yet because it's stated small area in which is extra debate joined by a little students from XI grades. It is suggested for the next researcher to conduct further researchers on the big area (in the class) or it can say a method, especially debate on teaching writing analytical exposition.