

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the writer's observation and information from the English teacher at State Senior High School 1 Dayun Siak Regency, it was found that some of the Eleventh Grade students had problems in writing ability, especially on analytical exposition paragraph. They were not able to write sentences correctly. To solve this problem, the writer try to provide new alternative, that was the use of Group Critiques strategy. This stratategy is appropriate to the students to improve their writing ability. According to Urquhart and Mclever, Group Critiques strategy is the strategy that works to help and develop small work-group skills, organize and direct the activity of the group, and build students' ability to provide helpful comments while analyzing others' papers.

In this research, from 166 population the writer took 66 students as samples. Writer used experimental research as design, which had two variables; variable x (independent variable) as Group Critiques Strategy and variable y (dependent variable) as student's writing ability.

The research was conducted to find out whether there is a significant difference between using and without using Group Critiques strategy on writing ability in analytical exposition paragraphs of the second grade students of state senior high school 1 Dayun. In state senior high school 1 Dayun Siak Regency, the teacher can apply Group Critiques strategy as alternative in order to improve students' writing ability. Based on the data presentation and data analysis of students' writing ability from control and experimental group, it showed that the result of students' writing ability taught by using group critiques strategy was better than students' writing ability taught without using group critiques strategy.

Therefore, the results of the data analysis could answer the formulation of the problems:

1. The writing ability in analytical exposition paragraph of the second grade students at state senior high school 1 Dayun taught by using group critiques strategy had higher score. It can be seen through the score from pre-test to post-test of experimental group that increased 17.94. It showed that the result of experimental group was better than control group
2. The writing ability in analytical exposition paragraph of the second grade students at state senior high school 1 Dayun taught without using group critiques strategy had lower score. It could be seen through the score from pre-test to post-test of control group that increased 2.73 only.

3. There was a significant difference between using and without using group critiques strategy on writing ability in analytical exposition paragraph of the second grade students of state senior high school 1 Dayun. It could be seen from the research finding by using t-test formula, which was $t_{obtained} = 7.311$ with $df = 64$. The writer took $df = 70$ because 64 was not available in t_{table} and 64 was the nearest to 70. In $t_{obtained} = 7.311$ was bigger than $t_{table} = 2.00$ (at significance level of 5%) and $t_{table} = 2.65$ (at significance level of 1%); $2.00 \leq 7.311 \geq 2.65$. It means H_a is accepted and H_o is rejected.
4. The effect size was 1.827. It means that the effect of using Group Critiques Strategy had moderate effect on students' writing ability in analytical exposition paragraph. Then the interpretation of the effect size of difference was considered **Very Large**.

B. SUGGESTION

Based on the explanation from the previous chapters, it was clear that Group critiques strategy could be one of the effective strategies used by teacher of English. Because of that, the writer suggests to read this thesis as references for those who want to use group critiques strategy in teaching English, especially in teaching writing.

Besides, the teacher should use many ways to improve the students' ability in writing analytical exposition paragraph as in the following:

1. It is hoped, this strategy can be implemented by teacher in teaching writing because this strategy can improve students' ability in writing.
2. Teacher trains students to write a text during teaching and learning process.
3. Teachers can encourage students' awareness about the importance of writing for their life.
4. Teachers should support their strategies by using interesting media.
5. Teacher makes writing as habitual activities for students in the school. In addition, there is some suggestion for the students like:
 - a. The students should pay more attention to the lesson explained by the teacher
 - b. The writer hopes the students, especially for the second grade at State Senior High School 1 Dayun Siak regency to keep improving their writing.
 - c. The students are suggested to do more practices of writing in Analytical exposition paragraph.
 - d. The students are suggested to master aspects of writing (content, organization, vocabulary, language use, and mechanic).
 - e. The students may not be afraid of making mistakes in English writing because it can be solved by doing exercise.