

## **CHAPTER V CONCLUSION AND SUGGESTIONS**

### **A. Conclusion**

Having analyzed the data, it was found that Four Square Graphic Organizer significantly affects the students' ability in writing descriptive text, since  $t - \text{observed}$  is higher than  $t - \text{table}$  ( $3.66 > 2.01$ ) with  $p = 0.05$  and degree of freedom (df) is 48. The application of Four Square Graphic Organizer in teaching descriptive writing in the classroom enables students to write systematically. Also, it encourages them to gather as much information as they can about the object being described, process the information they have in mind into four square graphic organizer by grouping them into the squares and adding details to their ideas, taking the brainstorming ideas off the draft.

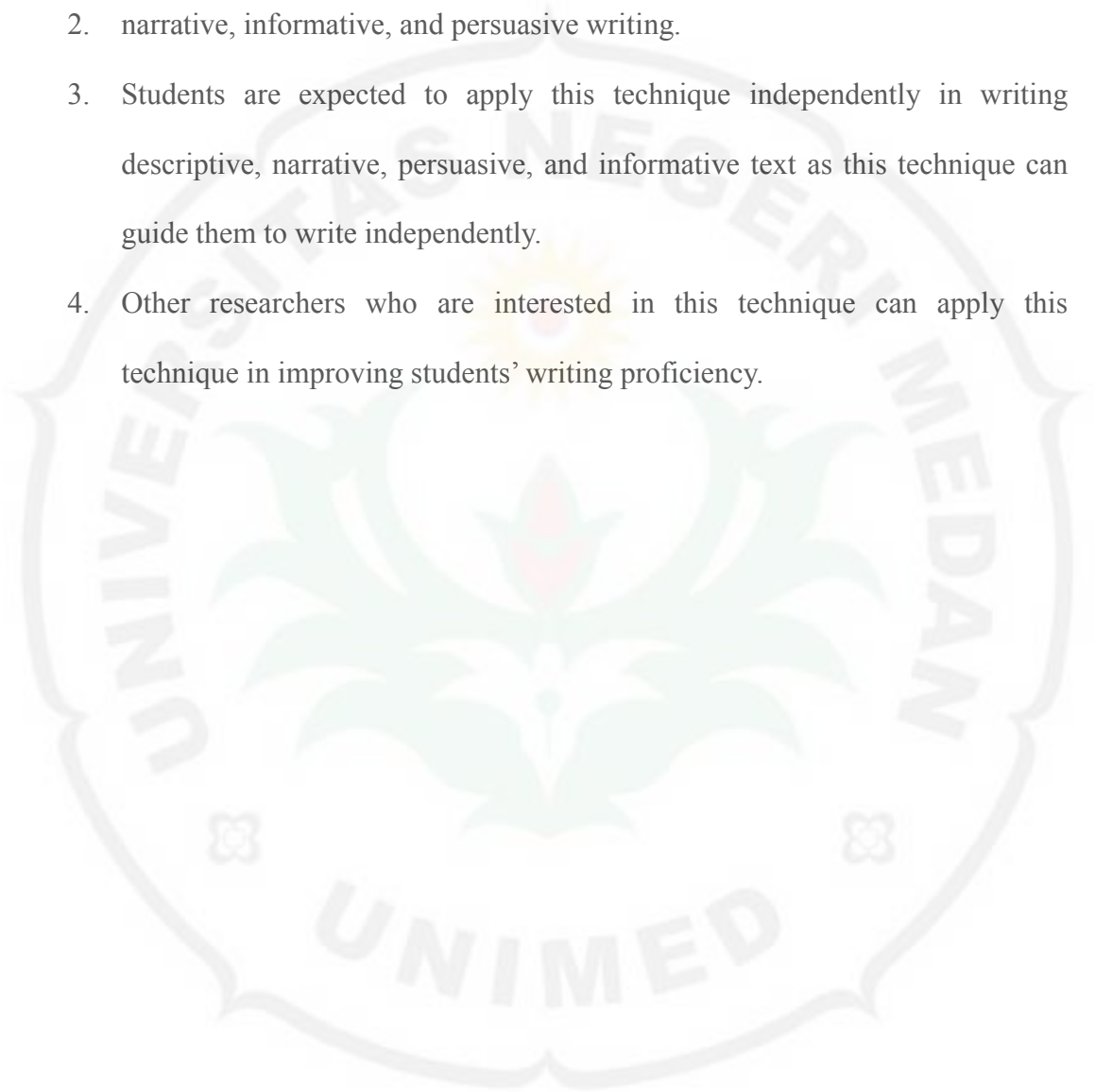
In conclusion, the students who were taught by using Four Square Graphic Organizer gained higher grades than the students who were taught with free – writing technique. Additionally, Four Square Graphic Organizer gave significant effect on students' achievement in descriptive writing as they become systematic in writing descriptive text.

### **B. Suggestions**

Related to the conclusion, some suggestions are pointed to English teacher, students, as well as other researchers who are interested in this technique.

1. English teacher is expected to apply this technique in teaching writing as this technique not only can be applied in teaching descriptive writing but also

2. narrative, informative, and persuasive writing.
3. Students are expected to apply this technique independently in writing descriptive, narrative, persuasive, and informative text as this technique can guide them to write independently.
4. Other researchers who are interested in this technique can apply this technique in improving students' writing proficiency.



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