

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

After analyzing the data, it was found that the students' score in experimental group was higher than the students in control group. The total score and the mean score in experimental group showed that there was a significant improvement of the students' score between the pre-test and the post-test score.

Based on the data, the conclusions can be drawn as follows the result of  $t_{observed}$  is higher than  $t_{table}$  at the level of significance  $5.56 > 1.67$  which implies that hypothesis of this study is accepted. And it was proved that using guided writing strategy in teaching descriptive text is more effective because the result show that students' score is higher after the treatment.

Since the value of  $t_{observe}$  was 5.56 at the level significance (0,05) is higher than  $t_{table}$  1,67 the alternative hypothesis ( $H_a$ ) is accepted. So, from the calculation of the data, it can be concluded that guided writing strategy significantly affect students' achievement in writing descriptive text.

### B. Suggestions

In line with the conclusions and the result of the research, some suggestions are stages as the following:

1. The English teachers are suggested to apply guided writing strategy in teaching descriptive text as the alternative in teaching learning process.

Because guided writing can make the teacher and the student to be like a friend, and so that is make students more comfortable in studying and explore their mind.

2. The students are suggested to be more creative, confidence, and enjoyable in exploring their writing ability by applying guided writing strategy.
3. Other researchers are suggested to read this research to improve the research about guided writing strategy dealing with writing skill, especially in writing descriptive text.