#### Chapter V

### **Conclusion and Suggestion**

This chapter explains about the conclusion of the research and suggestion for the best to improve the students' ability to generate ideas in writing analytical exposition text.

#### Conclusion

Based on the result of data analysis and explanation of the previous chapter, I would like to take the conclusion of this research as follows:

The first is about answering the hypothesis. The hypothesis of this research is "Students' ability to generate ideas in writing analytical exposition text can be improved by using brainstorming technique". The criteria of accepting the hypothesis is if H<sub>0</sub> is rejected. Moreover, H<sub>0</sub> will be rejected if  $t_{count} > t_{list}$ . The value of  $t_{count}$  is 2.68 (see appendix 17) and  $t_{list}$  is 2.005 (see appendix 18) or  $t_{count} > t_{List}$ . Ho means that "There is no difference between the result of students in experimental group after given treatments and the result of students in control group without treatments" is rejected while Ha means "There is difference between the result of students and the result of students in control group without treatments in experimental group after given treatments are is accepted. Thus, it is obtained that hypothesis is accepted. In other words, "Students' ability to generate ideas in writing analytical exposition text can be improved by using brainstorming technique".

The second is that brainstorming technique is an appropriate technique to generate ideas in writing. Even though the range of students' score of experimental group and students' score of control group is not big, it is stil considered that brainstorming technique could help students to get many ideas which are needed to write, particularly writing analytical exposition text. It is because of its function to make reader believe of something by giving ideas. So, brainstorming is a good way to help students in writing analytical exposition, particularly in generating ideas.

### Suggestion

After conducting this research, there are two suggestions for English teachers and next researchers. Both suggestions are:

- For English teachers: In order to improve students' ability to generate ideas in writing analytical exposition text, teachers need to find appropriate technique to be applied in teaching and learning process, I offer the using of brainstorming technique which was proved scientifically can help students to find rich ideas.
- For the further researchers: It is hoped that the next researchers would conduct research about applying brainstorming technique in other genres of text such as discussion and hortatory exposition text which also require ability to generate ideas and applying other techniques which does not only improve students' ability to generate ideas, but also ability to organize ideas.

## Appendix 1

Lesson Plan of Experimental Group

## Lesson Plan

## Meeting 1 and 2

Name of School	: SMA Negeri 2 Limboto
Subject	: English
Class/Term	: XI/I
Skills	: Writing
Time Allocation	: 4 x 45 Minutes (2x meetings)
Standard of Competer	nce: megugkapkan makna dlam teks essei berbentuk reports, narrative, dn <i>analytical exposition</i> dalam konteks kehidupan sehari-hari.
Basic Competence	: mengungkapkan makna dan langkah retorika dalam essei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam kehidupan sehari-hari dalam teks berbentuk report, narrative, dan analytical exposition.

Indicator : Writing an analytical exposition text

Objective : Students are expected to be able to write an analytical exposition text.

Learning Material : Analytical Exposition Text

Learning Technique and model: Brainstorming Technique and Active Learning model

Learning Activity

Meet	ing 1	
No	Activity	Time
1.	<ol> <li>Introduction         <ol> <li>Greeting and checking attendance list</li> <li>Aperseption</li> <li>Explaining standard of competence and basic competence</li> </ol> </li> </ol>	10 minutes
2.	<ol> <li>Main activity</li> <li>Giving an example of analytical exposition text</li> <li>Giving time to students to understand the text</li> <li>Asking students to explain the purpose, components and language features of the text</li> <li>Asking students to write down an analytical exposition text</li> </ol>	1 minutes 9 minutes 25 minutes 15 minutes 20 minutes 10 minutes
	Closing	
	<ol> <li>Reflection</li> <li>Summarizing</li> <li>Motivating students</li> <li>Closing the class</li> </ol>	
Total		90 Minutes

## Meeting 2

No	Activity	Time
1.	Introduction 1. Greeting and checking	10 minutes

	2. Aperception	
	3. Explaining standard of competence and	
	basic competence	
2.	Main Steps	
		2 minutes
	1. Dividing students into groups, each group	
	has 3 students.	1 minutes
	2. Giving topics.	2 minutes
	3. Asking students to pick one topic.	20 minutes
	4. Asking students to brainstorm the topic.	5 minutes
	5. Asking students to filter the ideas.	40 minutes
	6. Asking students to write a text based on	
	the ideas that have been filtered	
3.	Closing	10 minutes
	1. Reflection	
	2. Summarizing	
	3. Motivating students	
	4. Closing the class	
Total		90 Minutes

Learning Source : Books and internet

Assessment

# Meeting 1

No	Indicator	Technique	Form	Instrument
1	Writing an analytical exposition text	Written text	Essay test	Write down an analytical exposition text!

## Meeting 2

No	Indicator	Technique	Form	Instrument
1	Writing an analytical exposition text		Essay test	"Chose one of these three topics and write down an analytical exposition text based on the topic!"

Assessment Rubric

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	insufficient material to make judgment.	errors indicating that student does not have control over conventional spelling; errors may inhibit effective communication.	number of minor errors.	(allowance can be made for minor errors that can be attributed to the level of vocabulary).
Punctuation	There is insufficient material to make judgment.	Numerous errors indicating that student does not have control over conventional punctuation; errors may inhibit effective communication.	Basic with a few minor errors-the response may not divided into appropriate paragraphs.	The response is divided into correct paragraphs and the student displays control and coefidence in using a range of punctuation.
Grammar	There is insufficient material to make judgment.	Numerous errors may inhibit effective communication.	Uses simple structures correctly and/or makes a reasonable attempt to use complex structures.	Uses a range of complex structures or uses simple structures with great effect and is virtually error free.

### Assessment Guide

Score of each criterion:

- 1. Sense of audience and purpose criterion
- 2. Control of structure criterion
- 3. Vocabulary criterion
- 4. Spelling criterion
- 5. Punctuation criterion
- 6. Grammar criterion

Score	x 10%
— Highest score _ Score	x 50%
- Highest score Score	x 10%
= Highest score Score	
= Highest score Score	x 10%
= Highest score Score	x 10%
$=\frac{1}{Highest \ score}$	x 10%

Students' score

= Amount of all criterions