

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_0 is rejected. Moreover, H_0 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 $t_{count} > t_{list}$. H_0 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 H_a means "There is difference between the result of students in experimental group after given treatments and the result of students in control group without treatments" 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 still 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 Competence: mengungkapkan makna dalam teks esai berbentuk reports, narrative, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Basic Competence : mengungkapkan makna dan langkah retorika dalam esai 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

Meeting 1

| No | Activity | Time |
|-------|--|--|
| 1. | Introduction <ol style="list-style-type: none"> 1. Greeting and checking attendance list 2. Aperseption 3. Explaining standard of competence and basic competence | 10 minutes |
| 2. | Main activity <ol style="list-style-type: none"> 1. Giving an example of analytical exposition text 2. Giving time to students to understand the text 3. Asking students to explain the purpose, components and language features of the text 4. Asking students to write down an analytical exposition text | 1 minutes 9 minutes 25 minutes 15 minutes 20 minutes |
| | Closing <ol style="list-style-type: none"> 1. Reflection 2. Summarizing 3. Motivating students 4. Closing the class | 10 minutes |
| Total | | 90 Minutes |

Meeting 2

| No | Activity | Time |
|----|---|------------|
| 1. | Introduction <ol style="list-style-type: none"> 1. Greeting and checking | 10 minutes |

| | | |
|--------------|---|-------------------|
| 2. | 2. Aperception 3. Explaining standard of competence and basic competence | |
| | Main Steps | |
| 3. | 1. Dividing students into groups, each group has 3 students. | 2 minutes |
| | 2. Giving topics. | 1 minutes |
| | 3. Asking students to pick one topic. | 2 minutes |
| | 4. Asking students to brainstorm the topic. | 20 minutes |
| | 5. Asking students to filter the ideas. | 5 minutes |
| | 6. Asking students to write a text based on the ideas that have been filtered | 40 minutes |
| | 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 | Written text | Essay test | “Chose one of these three topics and write down an analytical exposition text based on the topic!” |

Assessment Rubric

| Criterion | Not assessable 0 | Limited level of competence 1 | Adequate level of competence 2 | Very high level of competence 3 |
|-------------------------------|--|---|--|---|
| Sense of audience and purpose | The material is irrelevant or there is insufficient material to make judgment. | Demonstrates little understanding of the requirements of the task; response is inappropriate for the intended audience and purpose; student loses sense of the task; displays little understanding of the features of the figure. | Demonstrates a good understanding of the requirements of the task; response is appropriate for the intended audience and purpose; student responds directly to the task; features of the genre are used appropriately. | Demonstrates an exceptional understanding of the requirements of the task; response is very appropriate for the intended audience and purpose; student responds directly to the task; features of the genre are controlled to create desired effect |
| Control of structure | There is insufficient material to make judgment. | Ideas lack organization; lack cohesion and coherence; displays little understanding of form; inappropriate length. | Appropriate organization and synthesis of ideas; cohesive and coherent; displays adequate understanding of form; appropriate length. | Very effective organization and synthesis of ideas; very cohesive and coherent throughout; controls form to create desired effect; effectively edited; appropriate length. |
| Vocabulary | There is insufficient material to make judgment. | Very limited- uses words repetitively and/or incorrectly. | The response consists mainly of simple words used appropriately. | Very extensive and imaginative or has used simple words with great effect. |
| Spelling | There is | Numerous | A small | Error free |

| | | | | |
|-------------|--|--|---|--|
| | 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 be divided into appropriate paragraphs. | The response is divided into correct paragraphs and the student displays control and confidence 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 $= \frac{\text{Score}}{\text{Highest score}} \times 10\%$
2. Control of structure criterion $= \frac{\text{Score}}{\text{Highest score}} \times 50\%$
3. Vocabulary criterion $= \frac{\text{Score}}{\text{Highest score}} \times 10\%$
4. Spelling criterion $= \frac{\text{Score}}{\text{Highest score}} \times 10\%$
5. Punctuation criterion $= \frac{\text{Score}}{\text{Highest score}} \times 10\%$
6. Grammar criterion $= \frac{\text{Score}}{\text{Highest score}} \times 10\%$

Students' score

= Amount of all criterions