

## Chapter V

### Conclusions and Suggetions

In this chapter, the writer divides the content into two points. They are conclusions, and suggestions. The explanations of each point are presented below.

#### A. Conclusions

This study was mix method research which is required explanatory sequential research design. It is aimed to analysis the implementation of writing aloud strategy in teaching writing at SMA N 1 Telaga. By using explanatory sequential design research. The data was separating by two kinds of collecting data and analysis data. They were namely quantitative collecting and analysis data, and qualitative collecting and analysis data. This study involved the students of X MIA 5 which consisted of 18 students with varied levels of proficiency. The research was carried out in the first semester of the academic year of 2016/2017. It is began in September 21th 2016 and ended in September 28th, 2016.

This research was conducted Pre-test, treatments, and Post-test. Fromthe pre-test, treatments, post-test processes, it isfound some facts about writing aloud strategythat students' ability waslow. It can be seen on students' score in Pre-test (*available on appendix page 75*). By seing the score, it can be conclide that students' ability still remains low before the treatments done.

The implementation of writing aloud strategy in SMA N 1Telaga in students of X MIA 5can be concluded that Writing Aloud Strategy can improve students' writing ability. It can be proved from the improvement could be seen from the increase of students' mean writing score from 4.45 to 7.44.

The implementation of writing aloud strategy in SMA N 1Telaga in students of X MIA 5 can be concluded that writing aloud strategy can improve students' writing ability. It can be proved from the following fact. First, the improvement of students' mean writing score pre-test and post-test. The data shows that it is quite significant because there were 2 students who pass the Minimum Mastery Criterion(*Kriteria Ketuntasan Minimal*) in pre-test. This is an important evidence how writing aloud strategy may create the positive atmosphere in the classroom, and also make students creative in finding the ideas. Yet another result, pre-test shows that most of the participants (15 out of 18) student who got more than 75. To some up , it is concluded that students while in implementation process, their ability of writing was increased.

Moreover, the result of questionnaire showed that students gave positive responses to the implementation of writing aloud strategy in the teaching learning process of writing. Therefore, writing aloud strategy would be alternative strategy in teaching writing.

### **C. Suggestions**

Based on the conclusions and implications of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher. Firstly, the students need to explore their experience in writing activities and discover their own best way of learning writing. They should practice regularly to improve their writing skills. Since writing is a complex activity, the students could try to use some techniques that make them feel at ease and enable them to write more effectively. It is suggested that the students use writing aloud strategy in writing, especially descriptive texts. Secondly, the teacher needs to consider using writing aloud strategy in teaching writing that might facilitate the students' learning process appropriately. The writing aloud strategy had been implemented by the researcher and it is proofed that writing aloud could improve students ability in writing. In addition, this study was relevant with the

other research from Gail Berkner *Write on: Improving Story Writing Skills in A Grade Three classroom (2004)*. The result of his research was writing aloud approach to teaching story writing has created more confident and independent writers. Therefore, writing aloud strategy as an alternative strategy in teaching writing. Thirdly, the other researchers can use this study as a basis for conducting another study on the same field in order to investigate a further effect of writing aloud strategy to improve students' writing ability.

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