CHAPTER V

CONCLUSION AND SUGGESSTION

In this chapter, the writer presented conclusion and suggestion to the result of the study. The conclusion of the study was answer the problem of the study that found based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teachers and researchers related to the teaching writing descriptive text by using peer tutoring.

A. Conclusion

Based on research finding in SMPN 3 SAMPIT, peer tutoring in teaching writing descriptive text has improved the students' writing ability in writing descriptive text at seventh grade of SMPN 3 SAMPIT especially the students in experiment group (VII 1 class). Therefore, the writer conclude that:

The result of t test using manual calculation showed that the calculated value ($t_{observed}$) was greater than t_{table}at 5% and lower at 1% significance level or 1.994<3.142>2.647. The result of t-test using SPSS 16.0 calculation found the calculated value ($t_{observed}$) was also greater than t_{table} at 1% and 5% significance level or 1.994<3.223> 2.647.

This indicated that H_a stating that there is significant difference on writing ability between the students who taught using peer tutoring and those who taught by direct method at seventh grade SMPN 3 SAMPIT was accepted and H_o stating that there is no significant difference on writing ability between the students who taught using peer tutoring and those who taught by direct

method at seventh grade SMPN 3 SAMPIT was reject. It meant that if the students were taught English by using peer tutoring, the students' English scores would be higher than without using peer tutoring. It can be proved by the difference between pre test and post test.

B. Suggestion

1. For Students

Peer tutoring is one of method used to develop the students' ability writing descriptive text. It could help the students more motivated to writing and encourage student learning. Therefore, the writer recommended to the Students ought to use peer tutoring in their daily learning activity as one of the strategies that can help their difficulties in learning process and to improve their writing competence

2. For Teacher

The writer recommended to the teacher to apply this method (peer tutoring) in improving the students' ability writing descriptive text as alternative method that could be used in teaching writing. So, it could help to improve students' writing competence. It is based on the result of the study showed that using peer tutoring gave significant effect on students' ability writing descriptive text.

3. For Future Researchers

Several studies have been conducted on the use of peer tutoring as teaching method. In the light of the results of this study, the writer would like to suggest some ideas for further research. Future researchers are

suggested to conduct a similar study on the other skills or components like listening, reading, or speaking skill or vocabulary and grammar for the improvement of the teaching English. They are also suggested finding the new strategy in teaching English besides using peer tutoring method which are considered bringing the improvement to the teaching English process.