

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions on the basis of the research findings and discussions. The conclusions deal with the results of (a) the students' progress of writing scores: using ICT Based GO versus using pattern outline in writing comparison and contrast essay; and (b) the area of contribution of ICT based graphic organizer to the students in the writing process.

A. Conclusions

Based on the result of the research findings, there were several conclusions to be made:

1. Based on the output, it was found that the t value was 10.185 (using SPSS) or 10.189 (using manual calculation) and the df (Degree of freedom) of the distribution observed was $21-1=20$. Based on the Table of t value, if df was 20, the 5% of significant level of t value was at 1.725 and the 1% of significant level of t value was at 2.086. It could be seen that the empiric t value at 10.189 was greater than the t value theoretic. Therefore, t table (5%=1.725) < t value (10.185) > t table (1%=2.086). Therefore, at the 5% and 1% of significant level, there was a very significant difference on students' writing score between the students who wrote a comparison and contrast essay using ICT Based GO (Mean= 3.44) and those who wrote a comparison and contrast essay using pattern outline (Mean= 2.58). It meant ICT Based GO gave very significant effect on the students' writing score.

2. Based on the result of questionnaire, it was concluded that most students had high positive response on the implementation of using graphic organizer in writing comparison and contrast essay (95.24%). The students also felt excited with graphic organizer (85.71%). In addition, about 57.14% students felt fun when they wrote using graphic organizer. It could be stated that the area of GO helped the students in generating ideas, visualizing ideas, building sentences, and maintaining grammar.

B. Suggestions

The suggestions are given to the teachers, to students and the next researchers.

1. For the teachers

First, it is suggested that the writing teachers implement the ICT Based Graphic organizers in three stages of writing process: prewriting, whilst writing, and post writing. The use of ICT in learning English is strongly recommended in order to improve the quality of learning. In teaching comparison and contrast essay, it is suggested that the teacher provide some appropriate models of Graphic organizers to the students and assigned them to practice writing using ICT Based Graphic organizers.

2. For the Students

It is strongly recommended that the students implement the ICT Based Graphic organizers in generating ideas, visualizing ideas, building sentences, and maintaining grammar when they were starting to write a comparison and contrast

essay. It is also suggested that the students browse some models of Graphic organizers in the Internet.

3. For Next Researchers

It is advisable that next researchers follow up the result of study by conducting the other skills of languages on ICT Based Graphic organizers such as reading or speaking, or listening. It is also suggested that the next researcher apply ICT Based Graphic Organizers in other types of writing in different level of Writing English class.