

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The researcher followed up by collecting and evaluating the data, and then arrived at a few conclusions and recommendations for implementing the Four-Square Writing Technique (FSWT) at SDN Petemon X/358 Surabaya. At the end of this chapter, the researcher hopes to summarize the research findings and offer some suggestions to readers with regard to the results of this research, specifically to English teachers, students, and other researchers.

#### **5.1 Conclusion**

Based on the findings and discussions, the researcher derived some conclusions. Teaching and learning using FSWT in cycle 2 is better than the cycle 1 implementation. According to the results of the observation, most of the students in cycle 2 performed well, being enthusiastic about learning, and getting personally involved in the teaching process. In order to improve students' descriptive writing skills, the researcher found that FSWT was effective. The course was beneficial to the students because it helped them improve their descriptive writing abilities. When the students were provided with treatment with FSWT, the assumption was made that they would be able to generate ideas for writing descriptive texts.

In results of the pre-test, the average score for the pre-test was only 62.42 points. The highest score on the pre-test was 74, and the lowest score was 50. Only 5 students were present for the students who passed the tests (16.67%). Consequently, only five students were able to pass the test if they met the minimum

master's criteria (KKM) of  $\geq 70$ . Then, results of post-test in cycle 1 showed the average test score was only 71.10, which was quite low. The highest test score was obtained by 82, and the lowest test score was obtained by 62. Only 18 students showed up for the tests, and they were all students who had already passed the tests (60%). The master's criteria (KKM) stated that still 18 students achieved the minimum standard of  $\geq 70$  on the master's criteria (KKM). Lastly, the results of post-test in cycle 2 showed the mean score on the test was 77.30. The highest test score obtained was 88, and the lowest test score obtained was 66. Despite the fact that there were still three students who hadn't yet passed the test, 27 students passed the test (90%). The master's criteria confirmed that 27 students achieved the minimum standard of  $\geq 70$ . (KKM). Because more than 70% of the students who completed the test had previously demonstrated mastery, it can be inferred that the researcher was successful at keeping the cycle for them. It was determined that this research was successful in the implementation of FSWT to enable students to write descriptive texts, as well as a broad range of successes that included students' ability to write well in a variety of areas.

When students were writing descriptive texts, FSWT enhanced their writing abilities. The improvement was interpreted to mean that the students were able to explore ideas for writing descriptive texts following treatment with FSWT, and the results confirmed this. According to the information gathered, this research was stopped in cycle 2 because the success criteria were met in a percentage of 90%. According to the Minimum Mastery Criteria (KKM) standard, which is greater than 70, there were a total of 27 students who passed the post-test in cycle

2. Based on the current research findings, FSWT was effective in improving students' writing skills on descriptive texts in class 6-A at SDN Petemon X/358 Surabaya in the academic year 2020/2021.

## **5.2 Suggestion**

At the conclusion of this chapter, the researcher would like to make some recommendations, which she hopes will be useful for:

### **5.2.1 The English Teachers**

Writing is considered to be a difficult subject by the majority of students. When students are asked to write, they frequently express dissatisfaction. It is concerned with the manner in which teachers instruct students in writing. Teachers must employ the most appropriate technique and method in order to prevent students from becoming bored and ultimately failing the subject. As a result, when teaching writing, teachers should incorporate the Four-Square Writing Technique (FSWT) into their lessons. The student will not become bored if the method is accompanied. The teaching and learning process can run smoothly and efficiently on its own, and the objectives can be met automatically. It is highly recommended that English teachers use various strategies to teach writing. The four-square writing technique should be given the chance to learn and practice. Also, by using this technique, English teachers can improve their teaching and learning methods in creative writing.

### 5.2.2 Students

Essentially, participation in the teaching and learning process is required from both students and teachers. Whatever the method and whoever the teacher, if there is no participation within the class, there will be no improvement in the students' ability. Furthermore, students should practice writing on their own time at home so that their writing skills continue to improve. The research findings will help students learn how to write descriptive text using the four-square writing technique. It can then help students identify their writing strengths and weaknesses, and motivate them to improve their skills. Using the four-square writing technique in descriptive text will also be assessed. They can study hard to write properly.

### 5.2.3 Other Researchers

Based on the findings of this study, it is recommended that additional research be carried out to ensure that the four-square writing technique is a legitimately valuable strategy for educating students' achievement. As a result of this research, other researchers will be inspired to conduct similar studies, which may influence teachers' decisions about whether or not to use the four-square writing technique on a regular basis during the learning process. It is possible that students' ability to explore more actively in writing activities will be enhanced if they use the four-square writing technique on a regular basis.