

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The more explanation of each part will describe briefly as follows.

A. Conclusion

Based on the result of the data analyzed in this research, the results of the study shows that the process approach to writing skill was positively affected the student's writing skills. It was proved that the experimental group performed much better on the post writing test than the control group. Thus, the process approach to writing has a positive effect on developing senior high school student's writing skills.

The next evidence to verify the alternative hypothesis accepted was the value of the level of significance (determined by the SPSS, .000), thus this was lower than 0.05 (based on SPSS regulations). It could conclude that the alternative hypothesis (H_1) was accepted, because there was significant difference in the achievement between the students who are taught by using the process approach in experimental group with students who were by using conventional method in control group.

B. Suggestions

Based on the conclusions drawn above, the following suggestions are given:

1. For the teacher:

It is important for the english teacher to consider at giving more attention on the writing skills. The teacher should consider using process approach as the approach to provide more writing practices to the students both in the classroom.

2. For other researcher:

1. The result of this research can be used as one of references for other researchers who want to conduct the similar study which related to the use of process approach with other text types.
2. Additional researches with larger size were needed to explore the impact of the process approach on student's writing self-efficacy.