

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The following conclusion can be formed based on the investigation and discussion:

Is there substantial impact experienced by students after using the Clustering Technique of the ability to write descriptive. The result of data analysis indicates that the significance level of 0.05, the value of t obtained (10.082) was larger than that of t table (2.03), while the significance (0.000) was lower than 0.05. It indicates students' writing ability in writing descriptive texts taught using clustering technique is better than that of without using clustering technique.

#### **B. SUGGESTION**

Based on the above conclusion, it was suggested:

a. For Students

The clustering technique can be used in the English teaching and learning process, especially in the effort to improve students' ability to write descriptive texts. Students are expected to develop their writing skills by putting in a lot of practice time prior to writing and doing writing tasks. In addition, the students are suggested to be more active, creative, and enjoy in exploring their ability in writing.

b. For Teacher

The teacher is becoming more innovative in her teaching in order to maximize the teaching learning process and keep the students from becoming bored. Furthermore, the teacher must actively engage her students in the teaching-learning process. The English teacher should be imaginative in order to keep the class lively so that the students are not bored during the learning process.

c. For Other Researcher

The findings of this study is suitable for usage as theoretical references in order to references for the sake of improving English teaching quality and English learning process especially in teaching writing. In addition, the study's findings can be utilized as a foundation for future research with a different sample size and skill level.