

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

The main goal of the research was to find out which teaching strategy gave more effects to the students' writing ability of descriptive text, Field Trip strategy or Double Entry Diary strategy, while the objectives of the study were:

- a. To find out the significant difference of students writing ability between those who were taught by using Field Trip strategy and those who were taught by using Double Entry Diary.
- b. To find out the significant effect of using Double Entry Diary strategy on students' writing ability.
- c. To find out a significant difference between the effect of using Field Trip strategy and Double Entry Diary strategy on students' writing ability.

The design of this research was quasi-experiment with The frequency for conducting the treatment was 12 meetings. The research was a quasi-experimental with a pre-test-post-test design based on Campbell and Stanley (1963), Gay and Airasian (2003); Haslam and McGarty (2003).

The data and the results of the analysis are presented below along the conclusions.

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1. Based on Independent T-test analysis of the writing ability of the students of experimental group 1 and experimental group 2, it was shown that there was no significant difference was found in the pre-test mean scores of students' writing ability between experimental group 1 and experimental group 2. The mean of the experimental group was 72.10 and the SD was 4.10, and the mean of the experimental group 2 was 73.22 and the SD was 2.035 with t-value of 1.097, the  $p$  was 0.279, the 2-tailed value was more than 0.05 ( $p > 0.05$ ). The results showed that the mean scores did not differ much between both groups. It therefore implied that the subjects in both groups were equivalent before being given the treatment. In short, the first hypothesis of this research showed that  $H_{01}$  was accepted and  $H_{a1}$  was rejected. So, it can be concluded that there was no significant difference of the students' writing ability before being taught by using Field Trip strategy to the experimental group 1 and Double Entry Diary strategy to the tenth grade students of SMK Nurul Falah Pekanbaru.

2. A Paired Sample T-test was used to analyze the effect of the treatment of Field Trip strategy on students' writing ability of the Experimental Group 1. The mean score of the post-test of the experimental group 1 was 84.67 and the SD was 5.410 which was higher than the mean score of the pre-test that was 72.10 and the SD was 4.10, in which t-value = 9.21 with the significance (2-tailed) 0.000 or  $p < 0.05$ . The results of data analysis were based on inferential statistics which had been identified after the treatment for 12

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meetings or 24 class-hours was conducted by using Field Trip strategy that could improve up to 81% of the writing ability of the tenth grade students of SMK Nurul Falah Pekanbaru. Therefore,  $H_{02}$  hypothesis was rejected and  $H_{a2}$  was accepted. It means that there was a significant effect of using Field Trip strategy on students' writing ability of the experimental group 1.

3. A Paired Sample T-test was used to analyze the effect of the Double Entry Diary strategy on students' writing ability of descriptive text of the experimental group 2. The mean score of the students' writing ability in the post-test of the experimental group 2 was 79,92 and the SD which was 3.12 higher than the mean score of the pre-test that was 73.22 and the SD was 2.03, in which  $t\text{-value} = 7.72$  with significance. (2-tailed) 0.000 or  $p < 0.05$ . The results of data analysis were based on inferential statistics which had been identified after the non-treatment for 12 meetings by using Double Entry Diary strategy that could improve up to 76% of the writing ability in descriptive text of the tenth grade students of SMK Nurul Falah Pekanbaru. Therefore,  $H_{03}$  hypothesis was rejected and  $H_{a3}$  was accepted which means that there was a significant effect of using Double Entry Diary strategy on students' writing ability of the experimental group 2.

4. Based on Independent T-test analysis of the writing ability of the experimental group 1 students and the experimental group 2 students, it was clear that a significant difference was found between the students' writing ability in the post-test between the experimental group 1 and the



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experimental group 2. The mean of the experimental group 1 was 84.67, the SD was 5.41, and the mean of the experimental group 2 was 79.92 and the SD was 3.12 with the t-value of 3.401, the  $p$  of 0.002, the 2-tailed value was less than 0.05 ( $p < 0.05$ ). The results showed that the mean scores differed much between both groups. In short, the fourth hypothesis showed that  $H_{04}$  was rejected and  $H_{a4}$  was accepted. It could be stated that there was a significant difference of students writing ability after being taught by Field Trip strategy to the experimental group 1 and Double Entry Diary strategy to the grade tenth students of SMK Nurul Falah Pekanbaru.

## 5.2 Implications of the research

The finding of this research indicated that there was a significant effect of using Field Trip strategy on students' writing ability. Based on the findings of the study, some implications could be drawn' the implication for the teachers as model and connector and facilitator in educate students in school, beside the teacher transfer the knowledge of English and teaching and learning process, it can be additional guideline for the teachers in teaching. Then the teachers should pay attention more toward students' writing ability and motivation in learning English. In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that the students' motivation can be increased and would give effect toward students' successful in learning and also give effect toward teachers in teaching. It also gives additional knowledge for the students and teachers



that with high motivation, students have more power and spirit in applying language learning strategy.

### 5.3 Recommendations

Considering the results of the study, the writer would like to give some recommendations as in the following:

1. Teachers are recommended that they apply Field Trip strategy and Double Entry Diary in teaching writing especially descriptive text in order to improve students' achievement.
2. Teachers need to carefully plan activities for the students in the teaching and learning process by using Field Trip strategy and Double Entry Diary strategy.
3. For the future researchers, they need to pay attention to other factors that can influence the learning process by using Field Trip strategy and Double Entry Diary strategy.
4. It is recommended that English teachers choose suitable strategies in teaching writing to in order to make the students feel interested and not bored while studying.
5. It is important for the teachers to improve the students' writing ability of descriptive text by giving assignments or homework in the form of orientation, events and re-orientation, which are considered more difficult for the students.

6. Finally, the writer believes that weaknesses and limitations are still found in this study. For these reasons, other researchers are encouraged to carry out a study on similar topic in the future.

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