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CHAPTER V

THE CONCLUSION AND RECOMMENDATION

V.1 Conclusion

Based on the analysis displayed at chapter IV, the conclusion could be drawn as follows:

1. There is no significant difference of students' writing ability pre-test mean score between an experimental group and a control group at SMAN 3 DURI MANDAU.
2. There is a significant difference on students' writing ability post-test mean score between an experimental group and a control group at SMAN 3 DURI MANDAU.
3. There is a significant difference between students' writing ability pre-test and post-test mean score by using the PENS strategy of experimental group at SMAN 3 DURI MANDAU.
4. There is a significant difference between students' writing ability between pre-test and post-test mean score by using non-PENS strategy of the control group at SMAN 3 DURI MANDAU.
5. There is no significant difference on students' motivation, pre-questionnaire mean score between the control and experimental groups at SMAN 3 DURI MANDAU.
6. There is a significant difference on students' motivation post-questionnaire mean score between an experimental group and a control group at SMAN 3 DURI MANDAU.

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7. There is a significant difference between students' motivation, pre-questionnaire and post-questionnaire mean score by using the PENS strategy of the experimental group at SMAN 3 DURI MANDAU.

8. There is a significant difference between students' motivation, pre-questionnaire and post-questionnaire mean score by using non-PENS strategy of the control group at SMAN 3 DURI MANDAU.

V.2 Implication of the Research

To improve the students' writing ability, particularly in writing ability and motivation, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant to the need of the students in order to achieve the target determined by the curriculum. PENS strategy is one of the teaching strategies considered to be effective, efficient, and relevant to the students' needs. This strategy aims to assist the students writing ability, strengthen, recall the information being learned, to gather ideas, quickly, and to summarize the ideas or information obtained.

This research shows that the use PENS strategy on students' writing ability and motivation at SMAN 3 DURI MANDAU. This research provides several implications as explained, as follows:

1. This research has implication on students' writing ability and motivation. By using PENS strategy, the students can write fluently and smoothly.
2. This research has implication on the ability of the teachers to use PENS strategy. The teacher need well the use of PENS strategies that the teachers are able to extend the students' motivation.

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V.3 Recommendation

Based on the data analysis conducted in the chapter IV, and the conclusion, this research found that the teaching strategy used either in the control group or in the experimental group showed that the students' writing ability and motivation has improved. In other words, there is no significance difference of students writing ability and their motivation before the treatment in both groups and there is a significance difference of students writing ability and motivation after the treatment in both groups. It means that the teaching strategies used in the control and experiment group were able to improve the students' writing ability and motivation. Therefore, this research recommends for conducting further research in the form of quasi-experimental research in order to find out which strategy is better to improve the students' writing ability and motivation. Beside, this research also recommends for conducting further research in the form of mix method research PENS strategy. It means that the further research can conduct it either quantitatively in order to find out which steps of PENS strategy on students' writing ability and motivation, and factors of using PENS strategy can improve the students' writing ability and motivation.

In addition, several recommendations should be given to the students, the educators and the stakeholder.

1. For the students

It is suggested to learn and comprehend more the use of PENS strategy, the students can use PENS strategy during practicing their writing ability. The students are expected to consistently practice how to writing ability fluently

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and smoothly.

2. For the teacher,

It is suggested to understand more the use of PENS strategy in order to give other variations of the teaching strategies, so that the students ability.

3. For the institution,

There are several points need to be suggested, as follows:

- a. PENS strategy to be introduced and developed further by the teacher, students, and other educators as an alternative teaching strategy, particularly in teaching writing ability. The process of introduction and development of writing ability can be conducted through English clubs or English zone, meetings, or training.
- b. Further research related to the use of writing ability needs to be conducted by relating it with other variables such as interest, prior knowledge, self-concept, critical thinking skills, anxiety, creativity, etc, which those are the integral parts of the students that is necessary to explore more its influence on the development of cooperative learning teaching strategies
- c. By providing the positive contribution of the use of PENS strategy on students' writing ability the educators and stakeholder are expected to improve its sustainability.

PENS strategy as student-centered approach improves writing ability among the students in this study. Therefore, teachers in schools, especially teachers who teach English writing ability need to be aware of the benefits and

importance of PENS strategy. There are positive changes taking place when teachers change their teaching methods towards a more student-centered approach. Teachers need to master the types of writing techniques to be used and plan how to implement them with the PENS strategy. Therefore, teachers are encouraged to practice this method regularly and effectively. There is evidence collaboration that PENS strategy has a positive effect on the formation of positive attitudes towards writing among students. Finally and on the basis of the evidence provided by this research, it seems quite reasonable to state that PENS strategy has many benefits, such as improving writing ability and motivation. Although, there is no ‘perfect methodology’, PENS strategy is an instructional method which is effective in enhancing the acquisition of English writing ability and motivation.

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