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## CHAPTER V

### CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

#### 5.1. Conclusion

The main purpose of the study is to find out there is a significant effect of using collaborative writing strategy on students' writing ability and their anxiety.

The research design in this study is a quasi-experimental research of the pre-test and post-test of speaking ability and pre-test and post-test of motivation. Based on the ten hypotheses of the problem in this study, the last findings of the research as follows:

1. Based on Independent Sample T-test analysis for pre-test speaking ability of experimental and control groups, it is show that there is no significant difference that found at pre-test Speaking ability between experimental and control group. It shows that the subjects in both groups are equivalent before giving the treatment.
2. A Paired Sample T-test was used to analyze the effect on implementing the treatment of match mine strategy on students speaking ability for Experimental Group. It shows that Match Mine Strategy can improve the score of students' speaking ability. It categorized as "Moderate Effect" (78%).
3. A Paired Sample T-test was used to analyze the effect on implementing non-treatment of match mine strategy on students

speaking ability for control group. It shows that using non Match Mine Strategy also can improve the score of students' speaking ability but categorized as "Modest / Medium Effect" (28%). Lower than using match mine strategy

4. Based on Independent Sample T-test analysis, it is obvious that there is any significant difference that found at post-test speaking ability between experimental and control group. it shows that the class using match mine strategy have higher score of speaking ability than using non match mine strategy.
5. Based on Independent Sample T-test analysis for pre-test motivation of experimental and control groups. It shows that the subjects in both groups are equivalent before giving the treatment.
6. A Paired Sample T-test was used to analyze the effect on implementing the treatment of match mine strategy on students' motivation for Experimental Group. It shows that Match Mine Strategy can increase the students' s motivation, it categorized as "Modest / High Effect" (92%).
7. A Paired Sample T-test was used to analyze the effect on implementing non-treatment of match mine strategy on students' motivation for control group. It shows that using non Match Mine Strategy can increase the students' s motivation too, but it categorized as "Moderate Effect" (52%). Lower than the effect of using match mine strategy.

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8. Based on Independent Sample T-test analysis, it is obvious that there is any significant difference that found at post-test of students' motivation between experimental and control group. it shows that the class using match mine strategy have higher motivation than using non match mine strategy.

**5.2. Implication of the Research**

The implications in this study were as follows:

1. Match mine strategy could improve the students' speaking ability.

The students could produce speech effortless and smooth, then express the idea dealing at descriptive text orally.

2. Match mine strategy could improve their vocabulary.

The students were able to use proper words to describe picture, ability to produce acceptable pronunciation in speaking, ability to express the comprehensible ideas and able to use correct grammar in speaking.

3. Match mine strategy could decrease the students' motivation.

When they were asked to make a speak and tell about the picture, they more confidence to express, they did not get a blank when they are starting to describe something in speaking, they know how express and interest it. As the result the students did not avoid in speaking again.

4. Match Mine strategy has already made changes to class learning situation of the grade X 1 students of Vocational High School YPLP-PGRI Bangkinang Kampar Regency in the academic year 2016/2017.

During teaching and learning process, the class learning situation was alive and better than before. The students were happy and enthusiastic to do the activities of speaking process.

### Recommendations

Considering the result of this study, the writer would like to give some recommendations. They are as follows:

1. Teacher should use match mine strategy in teaching speaking.
2. To the next researchers, they can apply this strategy to improve students' motivation in speaking ability.
3. To the future researchers, they need to pay attention on other factors that can influence the learning process by using match mine strategy strategy.
4. The researcher recommend English teachers to choose the suitable methods in teaching speaking to the students in order to make the students feel enjoy and interest in teaching and learning speaking process.
5. The students should be creative to select kinds of speaking in order to speak more about picture and in order to diminish in learning English especially in speaking subject.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic with this study.

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