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## CHAPTER V THE CONCLUSION, IMPLICATION THE RESEARCH AND RECOMMENDATION

### V.1 CONCLUSION

After conducting a quasi- experimental research for eight meetings or 16 class- hours of each school of intact school of this research in duration of time with in two months from March 9<sup>th</sup> 2017 up to 10<sup>th</sup> May 2017 at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency.

Based on the research questions and hypotheses of the research, the findings of the research can be concluded into some points as follows:

- a. There was no significant difference of the pretest mean score of writing ability between the experimental group 1 and the experimental group 2. According to this finding, it can be inferred that both classes have similar ability in writing ability. It means that the students' capability level of writing skill of both classes is similar.
- b. There was no significant difference of the pretest mean score of writing ability between the experimental group 1 and the control group. According to this finding, it can be inferred that both classes have similar ability in writing ability. It means that the students' capability level of writing skill is similar.
- c. There was no significant difference of the pretest mean score of writing ability between the experimental group 2 and the control group. According to this finding, it can be inferred that both classes

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- have similar ability in writing skill. It means that student level in writing skill is similar.
- d. There was no difference of the posttest mean score of writing ability between the experimental group 1 and the experimental group 2. It can be concluded that the students of both classes have similar ability in writing ability after the experimental classes given the treatment.
  - e. There was a significant difference of the posttest mean score of writing ability between the experimental group 1 and the control group. It can be concluded that both classes have similar ability in writing ability, comprehension after the experimental group given the treatment. The mean score of the experimental group 1 is higher than the control group. Indeed, there is a change in the experimental group 1 after being given a treatment.
  - f. There was a significant difference of the posttest mean score of writing ability between the experimental group 2 and the control group. It can be concluded that both classes have different ability in writing ability after the experimental group given the treatment. The mean score of the experimental group 2 is higher than the control group. Indeed, there is a change in the experimental group 2 after being given the treatment.
  - g. There was a significant improvement of the pretest and the posttest mean score of writing ability in the experimental group 1. It can be concluded that there is an improvement of students' writing ability in

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the experimental group 1. In other words, TAD strategy gives effect to improve the students' writing ability (82%).

- h. There was a significant improvement of the pretest and the posttest mean score of writing ability in the experimental group 2. It can be concluded that there is an improvement of students' writing ability in the experimental group 2. In other words, PBI strategy gives effect to improve the students' writing ability (74%).
- i. There was no significant improvement of the pretest and the posttest mean score of the students' writing ability in the control group. It can be concluded that there is no significant improvement of students' writing ability in the control group. In other words, non-TAD and PBI strategy do not give effect to improve the students' writing ability (6%).
- j. At last, it can be concluded that both TAD and PBI strategies gave the effect on the students' writing ability. Both strategies of TAD and PBI can be chosen to apply to teaching writing ability. Based on the percentage improvement, PBI strategy (82%) is higher than the percentage of TAD strategy (74%) as well as the mean score of TAD (40.75) is higher than the mean score of PBI (41.43).

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## V.2 IMPLICATION OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning. In this research, TAD and PBI strategies were compared to students' writing ability. Both strategies were suitable to carry out in teaching writing ability.

KurniaValentina (2016) states that the TAD is a strategy for directing the students' active writing with an ability level question. The students write with stops, pausing to discuss every few paragraphs. Furthermore, TAD is a strategy that is used to make the students more active the text by doing activities before, during and after writing. Then, TAD is a strategy that provides students with instructional support before, during and after writing. The teacher takes an active role as he or she prepares students to write the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific writing skill, and providing a purpose for writing.

In short TAD strategy is to guide active writing with higher order questions and discussion of responses to questions, with evidence provided through brief writing skill. Then provide a culminating activity that allows students to review their ability or skill of the text and to apply them. It also gives students a concrete purpose for writing. At last, as the reflection of this TAD strategy, teachers will notice that ability improves quickly when students focus on finding answers to ability level questions instead of just improve writing. The

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students enjoy the discussion of their answers because there is usually more than one correct answer or more than one opinion about the concrete answer.

PBI is a strategy which guides the students able to write the text and it is associated with the TAD developed by Ristiawati, Eva (2012). PBI emphasizes the information of each paragraph that requires them to deepen their understanding about the paragraphs, and to enlarge their knowledge and experiences. Then, Henry Young (2006) states that PBI is an instructional framework that views writing as a problem solving process best accomplished in a social context. The value of PBI is to make a prediction before writing each section. Ristiawati, Eva (2012) recommended using PBI with Recount text at all grade levels.

### V.3 RECOMMENDATION

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of TAD and PBI strategies toward the students' writing ability at MTs Daarun Najah Teratak Buluh Siak Hulu Kampar Regency. The research findings have found out that there was no significant difference in students' writing ability by comparing TAD strategy and PBI strategy in applying to teach writing in recount text. It means that both TAD and PBI strategies were suitable strategies to apply in teaching writing in recount texts. Despite the research findings show significant improvement on students' writing ability of both TAD and PBI strategies, and there are still gaps which could be filled with new and further researches.