

Hak Cipta Diindungi Undang-Undang

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CHAPTER V

THE CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

V.1. CONCLUSIONS

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

- a. There is no significant difference of the pre-test mean score of writing skills between an experimental class 1 and an experimental class 2. According to this finding, it can be inferred that both classes have similar ability in writing skills. It means that students' capability level in writing skill of both classes is similar.
- b. There is no difference of the post-test mean score of writing skills between an experimental class 1 and an experimental class 2. It can be concluded that the students of both classes have similar ability in writing skills after the experimental classes given the treatment.
- c. There is a significant improvement of the pre-test and the post-test mean score of writing skills in the experimental class 1. It can be concluded that there is an improvement of students writing skills in the experimental class 1. Besides, the Four Square strategy gives effect to improve the students' writing skills (55%).
- d. There is a significant improvement of the pre-test and the post-test mean score of writing skills in the experimental class 2. It can be concluded that there is an improvement of students' writing skills in the experimental class 2.

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Besides, DEFENDS strategy gives effect to improve the students' writing skills (72%).

At last, the highest effect is from DEFENDS, but the two classes do not differ significantly. Therefore, the two strategies can improve the students' writing skills. Finally, it can be concluded that the Four Square and DEFENDS strategies can be applied to teaching writing skills to Junior high school level.

V.2. IMPLICATIONS 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, Four Square and DEFENDS strategies are compared to students' writing skills. Both strategies are suitable to carry out in teaching writing skill.

According Gould (1999) found that the Four-Square writing method is a simplified graphic organizer for teaching writing to children in school. Four-square writing is a method of teaching basic writing skills that is applicable across grade levels and curriculum areas. The four-square writing method can be used in all genres of text such as narrative, descriptive, expository, and persuasive forms of writing. And also, Four-Square Writing is a learning activity to improve students' vocabulary knowledge by making a personal connection with words in the sentences or paragraph.

Four-square Writing Method has advantages to ease students in arranging their ideas in a written form. Four-square Writing Method is a fun way to ease

students collect their idea in a form of a paragraph. Gould (1999) found the advantage of Four-Square Writing Method as a helpful graphic organizer in arranging ideas or thought before conduct writing. This method could be used in all genres of text. So, using Four-Square Writing Method to teach Descriptive writing can make students easy to develop their ideas in the paragraph creatively and this method is also enjoyable.

Based on Wendling and Mather (2009:157) state that, Decide-Estimate-Figure-Express-Note-Drive-Search (DEFENDS) strategy is an example of a strategy to assist with expository writing. It means that it is one of the strategies that can be applied in writing class. It will help the students to improve their writing ability.

In addition to the explanation above, Sturmski (1997:4) states that, the intervention called “DEFENDS” is an example of such a strategy set. The name is actually an acronym; each letter stands for one of the steps in the strategy. It means that this strategy provides some steps from the acronym. Remembering the acronym will help the students remember the steps that they are to use when writing.

Every strategy has its own procedures to be applied. The procedures will bring the user of the strategy receive the advantages. It is the same as “DEFENDS” strategy, it also has the advantages. According to Wendling and Mather, the “DEFENDS” mnemonic provides the steps for writing a good opinion paper. It means that “DEFENDS” strategy is very important to be applied in writing class.

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Dealing with the explanation above, this is a really good strategy to be applied in writing descriptive paragraph. Types of expository writing paragraphs or essay include: sequential, descriptive, chronological, compare/contrast, cause and effect, and problem-solution.

On the other hand, Four Square and DEFENDS Strategy can guide the students to write the text. Based on the research finding, there is no significant difference between using Four Square and DEFENDS Strategy on students' writing skill. It means that both strategies can be applied to teaching writing.

V.3. RECOMMENDATIONS

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 Four Square and DEFENDS Strategy toward the students' writing skill at SMPN 01 Kuantan Mudik. The research findings have found out that there is no significant difference in students' writing skill by comparing Four Square and DEFENDS Strategy in teaching writing.

It means that both Four Square and DEFENDS Strategy are suitable strategies to apply in teaching writing. Despite the research findings show significant improvement on students' writing skill of both Four Square and DEFENDS Strategy, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research o

fcomparison teaching strategies of both Four Square and DEFENDS Strategy on the students' writing skill as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially for teachers and students at junior and junior high school levels.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class namely the teachers should be able to conduct or apply the Four Square and DEFENDS Strategy in teaching writing skill especially in Descriptive Text. It is also recommended that the students with high level capability.

Thus, this strategy helps to strengthen writing and critical thinking skill. It monitors the reader's awareness of whether or not comprehension is occurring. The success of teaching to achieve the final goal is determined more by teachers.

The researcher also recommends to the ministry of education of Riau province in order to administer a teacher training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the Four Square and DEFENDS Strategy in teaching reading comprehension especially in Descriptive Text.

This is due to implement the law of Indonesian Education System, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. Then, the implementation of

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Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research could be the involvement of research center of tertiary education in Riau province, especially Institute for Research Center and Community Development of State Islamic University Sultan Syarif Kasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province.

The present study focuses more on quantitative in term of data collection and analysis and it uses a comparative experimental research design. Having the involvement of research center of tertiary education, it would further study and examine the effects of applying Four Square and DEFENDS Strategy in teaching writing skill especially in Descriptive Text. By using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, SMPN 01 Kuantan Mudik as the school model for this research.

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