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## CHAPTER V

### CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

#### V.1. Conclusion

The main of this research was to find out whether there was any significant difference between students' writing ability using PWIM strategy and students' writing ability using TTW strategy. The research design was a causal-comparative study that focuses on quantitative research. The design involved selecting two groups differing on some independent variables and comparing them to some dependent variables. The subject of the research was the second years students' at Junior High School 1 Kampar Timur, and the object of this study was comparison between students' using PWIM strategy and TTW strategy toward students' writing ability.

The research questions addressed in this study were (a) was there any significant difference in the students' writing ability between using PWIM strategy and TTW strategy? The hypotheses were presented as follows:

**Ha:** There is a significant difference by using PWIM strategy and TTW strategy toward students' writing ability at the second year of students at Junior High School 1 Kampar Timur.

**Ho:** There is no significant difference by using PWIM strategy and TTW strategy toward students' writing ability at the second year students at Junior High School 1 Kampar Timur.



The research finding could be concluded that there was a significant difference by using PWIM strategy and TTW strategy toward the students' ability in writing at Junior High School 1 Kampar Timur.. It can be recognized that the score of self. (2-tailed) was smaller than a score of  $H_0$ . Therefore, the null hypothesis was accepted and the alternative hypothesis was rejected ( $0.2 > 0.05$  ). It means that there is no significant difference effect between The Use of PWIM strategy and TTW strategies of writing ability of the second year students at Junior High School 1 Kampar Timur. At last, it shows that PWIM strategy was better than the implementation of TTW strategy.

## 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, PWIM and TTW strategies are compared to students' writing ability. Both strategies are suitable to carry out in teaching writing ability.

According to Calhoun (1999) told that "The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies. By using PWIM, the teacher is not only teaching writing but also teaching speaking,

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pronunciation, and listening. Those benefits are directed to the vocabulary improvement in which, when the students know all of the objects in the pictures, they will generate the ideas and tell about the pictures easily.

Besides, Huinker and Laughlin (2015: 82): The Think-talk-write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. When assigned a writing task, students are often expected to begin writing immediately. The talk phase of the think-talk-write strategy allows for exploratory talk-“the process of learning without the answers fully intact”. The flow of communication progresses of students engaging in thought or reflective dialogue with themselves, to talk, and sharing ideas with one another, to writing.

### 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 PWIM and TTW strategies toward the students' Writing ability at Junior High School 1 Kampar Timur. The research findings have found out that there is no significant difference in students' writing ability by comparing PWIM strategy and TTW strategy in applying to teach writing paragraph.

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

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The researcher would like to recommend for the future research of comparison teaching strategies of both PWIM and TTW strategies on the students' writing ability as follows: the first recommendation is to continue the research to more teachers and students of various schools or universities in Riau Province.. In this research, the numbers of students involved were only 90 participants of Junior High School 1 Kampar Timur. The next research would be spread out to other schools or universities in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

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 PWIM and TTW strategies in teaching writing ability especially descriptive text. It is also recommended that the students with high level capability, PWIM is used in teaching writing ability because the students will be able to enhance knowledge and writing ability.

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 PWIM and TTW strategy; the students can use PWIM and TTW strategy during practice their writing ability. The students are expected to consistently practice how to writing ability fluently and smoothly.

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2. For the teacher,

It is suggested to understand more the use of PWIM and TTW 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. PWIM and TTW 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.
- c. By providing the positive contribution of the use of PWIM and TTW strategy on students' writing ability the educators and stakeholder are expected to improve its sustainability.