

Hak Cipta Diindungi Undang-Undang

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CHAPTER V

THE CONCLUSION AND RECOMMENDATION

V.1 Conclusion

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 pre-test mean score of writing ability 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 ability. It means that the students' capability level of writing skill of both classes is similar.
- b. There is no significant difference of pre-test mean score of writing ability between an experimental class 1 and a control class. 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 is no significant difference of pre-test mean score of writing ability between an experimental class 2 and a control class. According to this finding, it can be inferred that both classes have similar ability in writing ability. It means that student level of writing skill is similar.
- d. There is no difference of post-test means scores of writing ability 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 ability after the experimental classes given the treatment.

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- e. There is a significant difference of post-test mean score of writing ability between an experimental class 1 and a control class. It can be concluded that both classes have different ability in writing ability after the experimental class given the treatment. The mean score of the experimental class 1 is higher than the control class. Indeed, there is a change in the experimental class 1 after the treatment given.
- f. There is a significant difference of post-test mean score of writing ability between the experimental class 2 and the control class. It can be concluded that both classes have different ability in writing ability after the experimental class given the treatment. The mean score of the experimental class 2 is higher than the control class. Indeed, there is a change in the experimental class 2 after the treatment given.
- g. There is a significant improvement between pre-test and post-test mean score of writing ability in the experimental class 1. It can be concluded that there is an improvement of students writing ability in the experimental class 1. Besides, Imagery strategy gives effect to improve the students' writing ability (68%).
- h. There is a significant improvement between pre-test and post-test mean score of writing ability in the experimental class 2. It can be concluded that there is an improvement of students' writing ability in the experimental class 2. Besides, Cubing strategy gives effect to improve the students' writing ability (74%).

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- i. There is a significant improvement between pre-test and post-test mean score of the students' writing ability in the control class. It can be concluded that there is an improvement of students' writing ability in the control class. Besides, non-Imagery and Cubing strategy give effect to improve the students' writing ability (10%).
- j. At last, it can be concluded that both Imagery and Cubing strategies give the effect on the students' writing ability. Both strategies of Imagery and Cubing can be chosen to apply to teaching writing ability. Based on the percentage improvement, Cubing strategy (74%) is higher than the percentage of Imagery strategy (68%) as well as the mean score of Cubing (72,25) is higher than the mean score of Imagery (69.16).

V.2 Implication of the Research

Upon the data analysis as described beforehand, the research findings were then interpreted from different points of view. The findings of the study illustrated that there was a significant difference between The Use of Imagery strategy and Cubing strategy on the Writing Ability of the Second Students at State Junior High School 2 Kampar and Imagery strategy was better than the implementation of Cubing strategy. The finding of this study was also supported Colorin Colorado (2007) to acknowledge that there were many types of effective writing instruction used in classrooms today, including process writing, graphic organizers as writing, planning tools, vocabulary stretchers, etc.... and all of those were beneficial to ELL students. Furthermore, the purpose focused on a few writing

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activities that was particularly useful when working with students with a wide-range of English language skills.

This research provided several implications either for the students or the teacher. This research had implicated on students' writing ability, by Imagery strategy and Cubing strategy, the students can write all information obtained easily and effectively. Further, this research had an implication on the ability of teachers to use Imagery strategy rather than Cubing strategy, so that the teachers can assist the students in gathering ideas, identifying the major and minor ideas, connecting one idea to other ideas, and organized the whole ideas into good and coherent flows, and extend the students' ability in writing.

Chammoot (1999) finds that using organizational planning imagery, and check goals are good strategies to develop writing. It means that the students are easy to explore the idea in writing. Imagery strategy encouraging students' ability in writing, especially in writing a descriptive paragraph. By using imagery strategy, teacher can create an activity that motivates students to write. Beside, the students will easily develop their idea into good paragraphs and correct generic structure.

Cubing is a strategy designed to prepare students in reading and writing (Cowan & Cowan, 1980, Vaughan & Estes, 1986). In writing it can be used as a pre-writing activity to stimulate students' thinking about a topic. Cubing (Cowan & Cowan, 1980) is a technique that helps students approach reading and writing from different perspectives. Rather than giving the typical, perfunctory recount of

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a book or the content area chapter, students can learn with the simple roll of a cube from perspectives such as compare, associate, analyze, apply, evaluate, and satirize. Just as a cube has six sides, students are asked to explore topics using up to six different points of view.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person will be able to convey feelings, ideas, and announcements to the others. Sharples (1999) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing. In, addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters, and important information in a company's product.

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 has improved. In other words, there is no significance difference of students writing ability before the treatment in both groups and there is a significance difference of

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students writing ability 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. 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. Beside, this research also recommends for conducting further research in the form of mix method research Imagery and Cubing strategy. It means that the further research can conduct it either quantitatively in order to find out which steps of Imagery and Cubing strategy on students' writing ability, and factors of using Imagery and Cubing strategy can improve the students' 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 Imagery and Cubing strategy, the students can use Imagery and cubing strategy during practice their writing ability. The students are expected to consistently practice how to writing ability fluently and smoothly.

2. For the teacher,

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

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3. For the institution,

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

- a. Imagery and Cubing 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 Imagery and cubing strategy on students' writing ability the educators and stakeholder are expected to improve its sustainability.

Imagery and Cubing 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 Imagery and Cubing 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 Imagery and

Cubing strategy. Therefore, teachers are encouraged to practice this method regularly and effectively. There is evidence collaboration that Imagery and Cubing 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 Imagery and Cubing strategy have many benefits, such as improving writing ability and motivation. Although, there is no 'perfect methodology', Imagery, and Cubing strategy is an instructional method which is effective in enhancing the acquisition of English writing ability and motivation.

The present study focuses more on quantitative in term of data collection and analysis and it uses a quasi-experimental research design. Having the involvement of research center of tertiary education, it would further study and examine the effects of applying the Imagery and Cubing strategies in teaching writing ability especially descriptive text. 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, State Junior High School 2 Kampar as a model for this research.

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