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## CHAPTER V

### CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

#### V.1. Conclusions

This study concerned with the use of REAP (Read, Encode, Annotate, Ponder) and RAFT (Role, Audience, Format, Topic) strategies on students' writing ability in recount text. The main of this research is to compare the use of REAP and RAFT strategies on students' writing ability in recount text at Junior High School 1 Kuantan Hilir Seberang. At least, based on the research finding, there is a significant difference between using REAP and RAFT strategies on students' writing ability. Based on the percentage improvement of REAP strategy 94% is higher than the percentage of RAFT strategy is 91%, and control group 80%. It means the improvement writing by using REAP strategy.

The research design of this study was a quasi-experiment with a pre-test and post-test of writing ability. Based on the nine hypotheses of the problem with this study, the findings of the research are shown below:

1. Based on the output of independent sample t-test of pre-test writing scores between the experimental group 1 and control group shows that the result is -1.367, its df is 44, the significance (P/sig 2 tailed) is 0.179, the mean is 53.45 in the experimental group 1 and 55.13 in the control group, the standard deviation is 4.31 in the experimental group and 3.98 in the control group. So  $p = 0.179$  this value is bigger than 0.05 ( $p > 0.05$ ). It is clear

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that  $H_0$  was accepted and  $H_a$  was rejected. So, there was no significant difference of students' writing ability on recount text before being taught by using reap strategy for experimental group 1 and non-treatment of Reap strategy. The subjects in both groups were equivalent before being given the treatment.

2. Based on the output of the independent sample t-test of pre-test writing scores between the experimental group 2 and control group Shows that the t-test result is -1.769, its df is 44, the significance (P/sig 2 tailed) is 0.079, the mean is 52.95 in the experimental group 2 and 55.13 in the control group, the standard deviation is 4.220 in the experimental group 2 and 3.983 in the control group. Thus, in order to find out the result of the students' writing ability in the pre-test, the researcher compared the number of significant (sig 2 tailed), if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. The findings in the hypothesis demonstrate that  $p = 0.079$ , so the 2-tailed value is more than 0.05 ( $p > 0.05$ ). It shows that  $H_a$  was rejected and  $H_0$  was accepted. So, there was no significant difference of students' writing ability.
3. Based on the output of independent sample t-test of pre-test writing scores between the experimental group 1 and experimental group 2 Shows that the t-test result is 0.397, its df is 44, the significance (P/sig 2 tailed) is 0.693, the mean is 53.45 in the experimental group 2 and 52.95 in the control group, the standard deviation is 4.31 in the experimental group 1



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and 4.220 in the experimental group 2. Thus, in order to find out the result of the students' writing ability in the pre-test, the researcher compared the number of significant (sig 2 tailed), if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. The findings in the hypothesis demonstrate that  $p = 0.693$ , so the 2-tailed value is more than 0.05 ( $p>0.05$ ). It shows that  $H_a$  was rejected and  $H_0$  was accepted. So, there was no a significant difference of students' writing ability.

4. Based on the analysis of paired sample t-test of writing scores pre-test and post-test of the experimental group 1 shows that the t-test result is -18.912 its df is 22, the significance (P/sig 2 tailed) is 0.000, the mean is 53.45 in the pre-test experimental group 1 and 75.36 in the post-test experimental group 1. The standard deviation is 4.314 in the pre-test experimental group 1 and 4.843 in the post-test experimental 1. Thus, in order to find out the result of the students' writing ability in the pre-post, the researcher compared the number of significant (sig 2 tailed), if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. The findings in the hypothesis demonstrate that  $p = 0.000$ , so the 2-tailed value is more than 0.05 ( $p>0.05$ ). It shows that  $H_a$  was accepted and  $H_0$  was rejected. So there was a significant difference of students' writing ability.
5. Based on the analysis of paired sample t-test of writing scores pre-test and post-test of the experimental group 2 Shows that the t-test result is -



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14.826, its df is 22, the significance (P/sig 2 tailed) is 0.000, the mean is 52.95 in the pre-test and 67.91 in the post-test, the standard deviation is 4.22 in the pre-test and 3.01 in the post-test. Thus, in order to find out the result of the students' writing group in the post-test, the researcher compared the number of significant (sig 2 tailed), if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. The findings in the hypothesis demonstrate that  $p = 0.000$ , so the 2-tailed value is more than 0.05 ( $p>0.05$ ). It shows that  $H_a$  was accepted and  $H_0$  was rejected. There was significant difference of students' writing ability.

6. Based on the analysis of paired sample t-test of writing scores pre-test and post-test of experimental control group Shows that the t-test result is -9.296 its df is 22, the significance (P/sig 2 tailed) is 0.000, the mean is 55.13 in the pre-test and 69.02 in the post-test, the standard deviation is 3.98 in the pre-test and 5.75 in the post-test. Thus, in order to find out the result of the students' writing ability between pre-test and post-test, the researcher compared the number of significant (sig 2 tailed), if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. The findings in the hypothesis demonstrate that  $p = 0.000$ , so the 2-tailed value is more than 0.05 ( $p>0.05$ ). It shows that  $H_a$  was accepted and  $H_0$  was rejected.
7. Based on the output of independent sample t-test of post-test writing scores between the experimental group 1 and control group Shows that the

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t-test result is 4.049, its df is 44, the significance is 0.000, the mean is 75.36 in the experimental group 1 and 69.02 in the control group, the standard deviation is 4.84 in the experimental group and 5.75 in the control group. By comparing the number of significance, if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. Because the significance of the hypothesis is  $0.000 < 0.05$ , so,  $H_a$  was accepted while  $H_0$  was rejected.

8. Based on the output of the independent sample t-test to post-test writing scores between the experimental group 2 and control group Shows that the t-test result is -0.819, its df is 44, the significance is 0.417, the mean is 67.91 in the experimental group 2 and 69.02 in the control group, the standard deviation is 3.01 in the experimental group 2 and 5.75 in the control group. By comparing the number of significance, if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability  $< 0.05$   $H_a$  is accepted and  $H_0$  is rejected. Because the significance of the hypothesis is  $0.000 < 0.05$ , so,  $H_a$  was accepted while  $H_0$  was rejected.
9. Based on the output of independent sample t-test of post-test writing scores between the experimental group 1 and experimental group 2 Shows that the t-test result is 6.271, its df is 44, the significance is 0.000, the mean is 75.3696 in the experimental group 1 and 67.9130 in the experimental 2, the standard deviation is 4.84 in the experimental group 1 and 3.01 in the experimental group 2. By comparing the number of significance, if probability  $> 0.05$   $H_0$  is accepted and  $H_a$  is rejected while if probability



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$<0.05$  Ha is accepted and  $H_0$  is rejected. Because the significance of the hypothesis is  $0.000 < 0.05$ , so,  $H_a$  was accepted while  $H_0$  was rejected.

## Implications of the research

The implications of the findings of this study are presented as follows:

- The finding of this research indicated that there was a significant effect of using Reap strategy on students' writing ability.
- Based on this finding, the implication for the teachers as model and connector and facilitator in educating students in school, beside the teacher transfer the knowledge of English and teaching and learning process, it can be additional guideline for the teachers in teaching.
- Then the teachers should pay attention more toward students' writing ability in learning English.
- In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that the students' can be increased and will give effect to students' successful in learning and also give effect toward teachers in teaching.
- It also gives additional knowledge for the students, and students have more power and spirit in applying the language learning strategy.
- Furthermore, Reap strategy took place in successful of students in learning English.
- This case, give more knowledge toward students to apply more strategy learning English to reach willingness objective, and then for



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teachers as a facilitator in students' learning could inform more knowledge about Reap strategy.

### **Recommendations**

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

1. Teachers should use Reap strategy in teaching writing recount text on *Bahasa Inggris* subject in order to improve students' achievement.
2. Teachers should carefully plan activities for the students in conducting the learning process by using Reap strategy.
3. To the next researchers, they can apply this technique for other skills like writing, vocabulary mastering, and speaking.
4. For the future researchers, they need to pay attention on other factors that can influence the learning process by using Reap strategy.
5. The researcher recommends English teachers to choose the suitable methods in teaching writing to the students in order to make the students feel interesting and not boring, and studying English based on teaching experience when the researcher conducted research.
6. It is important for the teacher to improve the students' writing ability in recount text by giving any assignment or homework, especially the question in the form of orientation, events and re-orientation, which is regarded more difficult for the students.

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7. The students should be creative to select kinds of writing in order to write more the text and in order to diminish in learning English especially in writing subject.

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