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CHAPTER V

CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

V.1. CONCLUSIONS

The main goal of the research was to explore the effects of Four-Square Writing Method strategy on students writing ability and their vocabulary mastery at SMK Nurul Falah Pekanbaru. This research was conducted for 6 meetings (one meeting for pre-test, four meetings for the treatment and one meeting for post-test at SMK Nurul Falah Pekanbaru. The research design was a quasi-experimental research of the pre-test - post-test reading comprehension and vocabulary mastery single group design which was based on Campel and Stanley (1963), Gay and Arisian (2003), Haslam and McGarty (2003). The research design was a quasi-experimental research of the pre-test-post-test single group design which were based on Gay and Airasian (2003).

The questions of this research are:

1. Is there any significant effect of using Four-Square Writing Method on Students' Writing Ability at SMK Nurul Falah Pekanbaru?
2. Is there any significant effect of using Four-Square Writing Method on Students' Vocabulary Mastery at SMK Nurul Falah Pekanbaru?

To answer the research question, the researcher gets the answer from the hypothesis of data analysis at Chapter IV. The researcher found that:

1. There is no significant difference between writing ability pre-test mean score of the experimental group and writing ability pre-test mean score of the control group at SMK Nurul Falah Pekanbaru. The explanations are T-test result is -0.76, its df is 56, standard deviation of the experimental group is 11.32 and control group is 32.06. So, in the conclusion $p = 0.940$, the 2-tailed value is bigger than 0.05 ($p > 0.05$). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SMK Nurul Falah Pekanbaru.
2. There is a significant difference between writing ability post-test mean score of the experimental group and writing ability post-test mean score of the control group at SMK Nurul Falah Pekanbaru. The explanations are T-test result is 6.953, its def is 56, standard deviation of the experimental group is 5.56 and control group is 6.33. So, in the conclusion $p = 0.000$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result showed that the mean scores did differ much between both groups. It could be determined that the subjects in both groups were not equivalent after giving the treatment of Four-Square Writing Method at SMK Nurul Falah Pekanbaru.
3. There is a significant difference between writing ability pre-test mean score of the experimental group and writing ability post-test mean score of the experimental group at SMK Nurul Falah Pekanbaru. The explanations are t-test result is -19,868, its df is 28, by comparing the number of significance. If probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is

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accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage significant 93,38%.

4. There is a significant difference between writing ability pre-test mean score of the control group and writing ability post-test mean score of the control group at SMK Nurul Falah Pekanbaru. The explanations are t-test result is -14,018, its df is 28, by comparing the number of significance. If probability > 0.05 , the null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage significant 87.52%.

5. There is no significant difference between writing ability pre-test mean score of the experimental group and writing ability pre-test mean score of the control group at SMK Nurul Falah Pekanbaru. The explanations are T-test result is 0,0648, its df is 56, standard deviation of experimental group is 8,75 and the control group is 7,39. So, in the conclusion $p = 0.519$, the 2-tailed value is bigger than 0.05 ($p > 0.05$). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SMK Nurul Falah Pekanbaru.

6. There is a significant difference between students' vocabulary mastery post - test mean score between an experimental group and students' vocabulary mastery post - test mean score of a control by using Four-Square Writing Method at SMK Nurul Falah Pekanbaru. The explanations are T-test result is 6.011, its df is 56, standard deviation of experimental group was 5.22 and control group is 8.75. So, in the conclusion $p = 0.000$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The

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result showed that the mean scores did differ much between both groups. It could be determined that the subjects in both groups were not equivalent after giving the treatment of Four-Square Writing Method of experimental group at SMK Nurul Falah Pekanbaru.

7. There is a significant difference between vocabulary mastery pre-test mean score of the experimental group and vocabulary mastery post-test mean score of the experimental group at SMK Nurul Falah Pekanbaru. The explanations are t-test result is -12.231, its df is 28, by comparing the number of significance. If probability >0.05 , null hypothesis (H_0) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage significant 84.23%.
8. There is a significant difference between vocabulary mastery pre-test mean score of the control group and vocabulary mastery post-test mean score of the control group at SMK Nurul Falah Pekanbaru. The explanations are t-test result is -4.577 its df is 28, by comparing the number of significance. If probability >0.05 , the null hypothesis (H_0) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage significant 42.79%.

According to the conclusions above, it was clearly that Four-Square Writing Method gave a good effect and any increasing on students' writing ability and vocabulary mastery after taught by using Four-Square Writing Method.

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V.2. IMPLICATIONS OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable find the suitable approach, method, technique, and strategy to teach his/her students in order to give effective learning. To improve the students' writing ability and vocabulary mastery, particularly on writing ability and vocabulary mastery, the teacher has to be able to use a teaching method which is effective, efficient and relevant to the need of the students in order to achieve the target determined by the curriculum. It is used Four-Square Writing Method to them easier to do the tasks. Most students had difficulties in writing ability and vocabulary mastery such as how to find the main idea of a text or to write a short paragraph. So, the teacher used Four-Square Writing Method in teaching and learning process. Through Four-Square Writing Method students felt that writing and vocabulary were easier and more interesting and it also can increase their writing ability and vocabulary mastery.

V.3. RECOMMENDATIONS

There are some things that the researcher wants to suggest based on the relative result of this research:

1. Expected to English teachers especially for the Senior High School to be able to use Four-Square Writing Method in teaching and learning process as one of the strategy that is useful for the teacher to improve students' capability in writing ability and vocabulary mastery.
2. This research can be used as model media in the teaching process to make the teacher easy to teach the students and make the teaching and learning

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process be more interesting so the students do not feel bored with learning English anymore.

3. The researcher hopes the result of this research is useful for the teacher and improves the students' knowledge in English.
4. The research hopes that the teacher must be able to develop her/his capability to change her/his argumentation that teaching English is difficult. They can use the media in their environment so the teaching and learning process will be satisfied.
5. By using this strategy, the students will be easy to know their ability in writing and vocabulary in English.

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