

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using power notes strategy on writing ability of procedure text of the eleventh grade students of social science at state senior high school I (SMAN 1) Bangkinang Seberang comes to the conclusion as follows:

1. For the first hypothesis, there was no significant difference of writing ability on procedure text between both classes before being taught by using Power notes strategy for experimental class and conventional technique for control class of the eleventh grade of social science at state senior high school I (SMAN 1) Bangkinang seberang. It can be seen from the result of data calculation. The mean of experimental class pre-test score was 46.24 and categorized into less category, while mean of control class pre-test score was 45.32 and categorized into Less category. Furthermore, to t-obtained was 0.243 compared with t-table of $df = 48$ in significance of 5% and 1 % became $2.02 > 0.243 < 2.69$ then the number of significance was $0.207 > 0.05$.
2. For the second hypothesis, there was a significant difference of writing ability on procedure text between both classes after being taught by using Power notes strategy for experimental class and conventional technique for control class of the eleventh grade of social science at state senior high school I (SMAN 1) Bangkinang seberang . it can be seen from the result of

data calculation. The mean of experimental class post-test score was 59.52 and categorized into enough category, while the mean of control class pre-test score was 47.12 and categorized into Less category. Furthermore, t_o obtained was 6.375 compared with t-table of $df = 48$ in significance of 5% and 1 % became $2.02 < 6.375 > 2.69$. then the number of significance was $0.000 > 0.05$.

3. For the third hypothesis, there was a significant effect of using Power notes strategy on the writing ability on procedure text of the eleventh grade of social science at state senior high school I (SMAN 1) Bangkinang Seberang. It can be seen from data calculation. The mean of experimental class pre-test score was 46.24 and categorized into Less category, while the mean of post-test score was 59.44 and categorized into enough category. Furthermore, t_o obtained was 10.707 compared with t-table of $df = 24$ in significance of 5% and 1 % became $2.06 < 10.707 > 2.80$. then the number of significance was $0.000 > 0.05$. From the result of the percentage of coefficient affect, it can be seen that Power notes strategy contributed 30.8% for students' writing ability on procedure text.

B. Suggestion

Based on the research findings, the writer would like to give some suggestion especially to the teacher and the school.

From the conclusion of the research above, it is known that using power note strategy can give significant effect to the students' ability in writing procedural text. Because of that, power note strategy can be one of the choices for the English teacher in order to help students' ability in writing procedural text. Therefore, English teacher should know how to teach writing by using power note strategy. Besides, teacher should also use many ways to encourage students in writing essay text like:

1. Teachers should construct creative and enjoyable learning for students.
2. Teachers should support their strategies by using interesting media.
3. Teachers should give students more time in practicing English writing.
4. Teachers can encourage students' awareness about the importance of writing for their life.
5. Teacher makes writing as habitual activity for students at school.