

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on explanation in chapter I,II,III, IV, This research was conducted to find out the effect of using Praise-Question-Polish strategy on students' ability in writing descriptive paragraphs at the first year students of SMAN 5 Pekanbaru.

Students' difficulties in writing learning. Which the problems were they were not able to write the generic structures of descriptive paragraphs, demonstrate the main idea of descriptive paragraphs, create a complete sentence in descriptive paragraph, choose vocabulary appropriately in writing descriptive paragraphs, they needed long time to write, and they did not know what to write.

Using Praise-Question-Polish(PQP) Strategy, is a good way for peers to edit each other's work. Praise-Question-Polish Strategy is a peer response strategy that fosters quality comments and constructive feedback. It means this strategy is useful and giving opportunity to students to edit each other's work in writing. In this case, the students in peer give the critical comments about each other's work in constructive way. In conclusion, the feedbacks given by the peers are utilized to help students develop the quality of their writing.

Experimental research was used when the writer wanted to establish possible cause and effect between the independent and dependent variables. In this research, the writer used quasi-experimental design with nonequivalent control group which was intended to find out the effect of using Praise-Questions-Polish Strategy on students' ability in writing descriptive paragraphs at the first year of SMAN 5 Pekanbaru

There was a significant effect of using Praise-Question-Polish (PQP) Strategy on students' ability in writing the descriptive paragraphs at the first year of SMAN 5 Pekanbaru. It could be seen from the mean score of post-test for both classes. The mean score of post-test in control class was higher than experimental class. It also could be seen from the result of t-test (t_o). Based on the score of t-test ($t_{obtained}$) gathered from SPSS statistics 17.0. It was found that t_o was higher than t_{table} . The finding of t_o was 6.589 while $df=40$, at the level of significance of 5% is 2.20 and the level significance of 1% is 2.72. It can be read that **$2.02 < 6.589 > 2.72$** . Thus, the writer could conclude that H_a is accepted and H_0 is rejected. In other words, there is a significant effect of using Praise-Question-Polish(PQP) Strategy on students' ability in writing descriptive paragraphs at the first year students of SMAN 5 Pekanbaru.

In conclusion, teaching English by implementing Praise-Question-Polish (PQP) Strategy at the first year students of SMAN 5 Pekanbaru is successful to improve students' writing ability.

B. The Suggestion

1. Suggestion for the Teacher

- a. The teacher should be creative in selecting the strategy that can be used in English teaching in order to make the students interested in learning English.
- b. The teacher should give opportunities to the students to share or express their ideas or opinions in front of their friends.

2. Suggestion for the Students

- a. The students should pay more attention to the lesson that has been explained by the teacher.
- b. The students should have discussion and share information with their friends about English to improve their writing ability.
- c. The students should practice their English whenever and wherever they are.

3. Suggestion for Next Researcher

- a. Next researchers are expected to give more contribution in conducting the research especially about writing ability.
- b. This research is expected to be one of the ways in improving students' writing ability. It is also expected that the findings will be useful as starting points to conduct another research. There are many other techniques to make teaching and learning process more effective.