

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion to answer the research problem and some suggestions to those who are in educated field, such as the English teacher, students, and other researchers to use POWER strategy in teaching writing recount text.

5.1 Conclusion

The conclusion of this research was POWER strategy gives a positive outcome on the students' writing skill recount text at the eighth-grade students of MTs Arrahmah. By implementing POWER strategy, the students can practise their writing skill in step by step. The researcher found there was a significant difference in mean scores between the experimental and control groups. Students who were taught by using POWER strategy got higher score than students who are taught by using Lecturing strategy.

POWER strategy was effective in teaching writing skills for eighth-grade students of MTs Arrahmah. The end of the assumption of ANCOVA showed that the significant value is 0.000 that is smaller than 0.05. It means that there is enough evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a). From the result of the research, there have a been different mean between students from the experimental group who were taught by using POWER strategy and the students from control group who were taught by using Lecturing strategy. It means that students who got POWER strategy as a treatment got the

higher score than those who did not. It can be concluded that POWER strategy is effective in teaching writing for eighth grade students of MTs Arrahmah.

5.2 Suggestion

Based on the research problem and data analysis, the researcher would give some suggestions. Hopefully, the suggestions are useful for English teachers, students, and also another researcher.

a. To English teacher

Considering the effectiveness of POWER strategy in teaching writing, it is suggested to the English teacher of MTs Arrahmah to use this strategy in teaching writing. The stages of POWER strategy can gain the students' enthusiasm in teaching learning process.

b. To the students

The students should be active in teaching and learning process and learn more about writing not only about recount text, but also another text since POWER strategy can be implemented in various texts.

c. To other researcher

Hopefully, this research can be useful as theoretical references for other researchers who want to conduct similar studies with different variables and conditions and focus on the aspects of writing achievement. The other researchers can also consider the weaknesses of the findings in this study, so that they can conduct better research.