CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusion and suggestion. After researcher analyzed the data, here is the conclusion and suggestion can be described below.

A. Conclusions

Based on the data analyzed in the previous chapter, it can be concluded that What-Why-How (W-W-H) strategy gave significant effect toward students' writing ability. What-Why-How (W-W-H) strategy, the students are able to write better than the students whom were taught without What-Why-How (W-W-H) strategy. The success of this research can be proved by the result of students' score on writing testing of both classes, it can be concluded that:

1. Teaching writing by using What-Why-How (W-W-H) strategy gave a significant effect on students writing ability, can be seen from the means score, of students' writing in experimental class and control class. Students' writing scores in experiment class after post-test that were taught by What-Why-How (W-W-H) strategy with mean score (75,10) was higher than the students' scores in control class (65,35) that were taught without using What-Why-How (W-W-H) strategy. While, the analyzing of data showed that the value of t calculated 4,16 was higher than the value of t table 2.000 for 5% significance, at the degree of freedom 58. This indicated this hypothesis was accepted.

2. The data showed that all of components of students writing also improved after using What-Why-How (W-W-H) strategy in teaching and learning

process. It is proved by the significance differences of students' score in the experimental class and control class in term content, organization, vocabulary, language use and mechanic. First, in experimental class, the mean post test scores of the students' content was 24,5 while in control class, the mean of post test was 18,8 with difference 5,7. Second, in experimental class, the mean post test score of the students' organization was 15,6 while in control class, the mean scores of post test was 14.1 with difference 1,5. Third, in experimental class, the mean post test score of the students' vocabulary was 14,2 while in control class, the mean scores of post test was 15,0 with difference -0,8. Fourth, In experimental class, the mean post test score of the students' language use was 17,7 while in control class, the mean scores of post test was 13,5 with difference 4,2. Fifth, In experimental class, the mean post test score of the students' mechanic was 2,9 while in control class, the mean scores of post test was 3,5 with difference 6.

3. What-Why-How (W-W-H) strategy was helped the students in writing by the blank What-Why-Why organized that supplied by the teacher. The student easy to explore their ideas because the teacher guide them how to write by the What-Why-How strategy. Its strategy support what their opinion, then build a great support with a good reason and solid evidence

Related to the conclusions above, we know that learning result of teaching writing through What-Why-How (W-W-H) strategy can improve students' writing skill, especially in writing hortatory exposition text. So,

this strategy can recomend to improve students' writing skill in teaching writing.

B. Suggestions

Some suggestion are given to the participants who are closely related to this research. The suggestion are made based on the conclusion of the research. They are presented as follow:

1. For the English teacher

   The English teacher should consider the students' need and interest before designing the writing materials. It is important for the teacher to use various strategy that are appropriate with the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use What-Why-How (W-W-H) strategy as one of the appropriate strategy in teaching writing.

2. For students

   Through the What-Why-How (W-W-H) strategy, the students have oppurtunities to share their ideas then build a great support with a good reason and solid evidence. It also improve students' ability

3. For other researcher

   The weakness of this study is its limited time in implementing the action of this strategy in teaching process. Others researchers who are interested in the same field are recommended to implement this technique in a longer period to get more maximum results, so that the improvement will be significantly soon.