

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 CONCLUSIONS

This chapter of intensive research on the effect of product, process and lexical approach on students' writing achievement showed the significant affect. This is concluded as follows

- a. Process, Product and Lexical Approach are significantly affected on students'

writing achievement. It was shown on the  $F_{\text{observed}}$  is greater than the  $F_{\text{table}}$   $9.5 > 3.1$

- b. Process approach is the most effective on students' writing achievement. It can be seen from the Newman – Keuls technique that the mean and RST of process approach is biggest than groups (mean and RST process approach and product approach  $4 > 5.3$ , mean and RST of the product approach and process approach  $12.4 > 4.4$  and mean and RST of the process approach and lexical approach  $16.4 > 5.3$ ).

#### 5.2. SUGGESTIONS

Several suggestions are offered for further research in order to obtain the maximal findings later on. Several suggestions are:

- a. Teachers should be innovative in teaching and applying those approaches help teacher to be more innovative and creative.
- b. The application of these approaches should focus on increasing students' writing achievement.
- c. Teachers could combine these approaches write another approaches to create teaching learning process more active.

