

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### 5.1 Conclusions

As the researcher had been systematically conducted and the analysis was carefully completed, the researcher then comes to the conclusions. The conclusions statistically portrayed significant effect on the students' writing achievement which was taught by POWER and 3-2-1 that have Read/Write and Kinesthetic styles in learning. Based on the scientific interpretation on the statistical analysis result, the conclusions are portrayed as follows:

1. The students' writing taught by POWER is higher than those who taught by 3-2-1 strategy and POWER is significantly more effective than 3-2-. It is proven by the value of  $F_{\text{observed}} = 4.44$ ,  $F_{\text{table}} = 4.00$  for  $df (1.60)$  and  $\alpha = 0.05$  significance level, found that  $F_{\text{observed}} = 4.44 > F_{\text{table}} = 4.00$ .
2. The Read/Write students' writing is higher than the Kinesthetic students' writing in which  $F_{\text{observed}} = 4.82$ ,  $F_{\text{table}} = 4.00$  for  $df (1.60)$  and  $\alpha = 0.05$  significance level, found that  $F_{\text{observed}} = 4.82 > F_{\text{table}} = 4.00$ ,
3. Teaching strategies and learning style interactively affect the students' writing. Generally, POWER is more effective than 3-2-1 but significantly the combination of POWER and Read/Write style is more effective than the others. There is interaction between teaching strategies and learning styles.

## 5.2 Implication

The first finding of this research reveals that the students' achievement in writing taught by using POWER strategy is significantly higher than those who are taught by using 3-2-1 strategy. Thus, it implies English teachers should apply the POWER strategy.

The second finding of this research reveals that the achievement in the read/write students' writing is significantly higher than the kinesthetic students. Therefore, the teachers should pay more attention to the students' read/write learning style, so that they can obtain a better learning achievement.

Finally, the third research finding of this study reveals that there is an interaction between teaching strategies and learning styles to the students' achievement in writing. It implies that the teachers should apply the teaching strategy which is suitable with the read/write students so that they can improve their writing achievements.

## 5.3 Suggestion

In line with the conclusions, there are some suggestions as the followings:

1. English teachers are recommended to use POWER and 3-2-1 strategies in teaching writing because these two strategies can improve the students' writing skill. In addition, the teachers should recognize the students' learning style before they apply the strategies in teaching. Based on the research findings, the students' writing taught by POWER is higher than those who taught by 3-2-1 strategy and POWER is significantly more effective than 3-2-1 and it is suggested that the students be taught in writing by using POWER,.
2. The students are recommended to be more active to write more in English in order to get writing skill. The students can use POWER or 3-2-1 strategy which can improve their

knowledge on writing thus their achievement on writing was higher. Based on the research findings, the Read/Write students' writing is higher than the Kinesthetic students' writing, so it is suggested that the students in Read/Write learning style shall be more active in writing,

3. Other researchers may take a further research in the area of POWER and 3-2-1 strategies that can be used to improve the students' achievement in writing. Based on the research findings that teaching strategies and learning style interactively affect the students' writing, so the teachers and other researchers should consider this interaction in improving the students' writing.

