

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the writer describes: (a) conclusion, and (b) suggestions.

#### **A. Conclusion**

Based on findings and interpretations in the previous chapter, it could be concluded that there was significant difference between students' writing achievement who were taught by using PQP (Praise-Question-Polish) strategy and those who were taught by using teacher's strategy of SMA Muhammadiyah 5 Palembang. It could be proven from students' encouragement in learning writing recount text.

Then, this also could be proven in the research findings that the t-output was higher than t-table. Then, the significant 2-tailed was lower than the mean significant difference at 0.05 level which could reject the null hypothesis ( $H_0$ ) and accepted the alternative hypothesis ( $H_a$ ). It was because the students' motivations in experimental class were higher than students' motivations in control class. Besides, the students in experimental class were more interested and more focused than students in control group in learning recount text. Moreover, most of students in experimental group gave positive responses toward PQP (Praise-Question-Polish) Strategy which had been implemented in teaching and learning process.

## **B. Suggestions**

Based on the result of the study, there are some suggestions offered to teachers of English, students, and other researchers.

For teachers of English, it is suggested that they can use PQP (Praise-Question-Polish) strategy in teaching writing recount text especially in order to prepare students to be a good writer. For students, the writer suggested that they could use PQP (Praise-Question-Polish) strategy continuously in learning writing recount text. It is because PQP (Praise-Question-Polish) strategy is very helpful for students to write a good text, especially recount text. For the other researches, it is suggested that PQP (Praise-Question-Polish) strategy can be used in teaching writing recount text or other writing genres like narrative text, descriptive text, persuasive text, expository text, letters, poetry writing, etc.