

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the research's findings, the researcher obtained the mean posttest scores for each group, with the experimental group's mean being 77.18 and the control group's mean being 67.50. As a result, the researcher came to the conclusion that there was a significant difference between the writing abilities of the students who received instruction using Give one Get one and those who did not. Additionally, by including the Give one Get one strategy into the teaching and learning process, the students' motivation to learn English increased. It is evident from the T-test score was higher than t-table. T-test ( $t_{\text{observed}}$ ) score was 3.953 and t-table, which is 1.674 at 0.05 on a degree of freedom 54. T-test therefore outperforms t-table ( $3.953 > 1.674$ ). The first hypothesis ( $H_a$ ) is accepted in light of the findings and the null hypothesis ( $H_0$ ) is rejected. This means that at the 95% confidence level, it can be concluded that there is an average effect of ability between the students in writing descriptive text in the experimental class using treatment with the control class without treatment. This indicates that the Give One Get One strategy has a major effect on how Senior High School students in the tenth grade learn to write.

#### 5.2. Suggestion

A research will be meaningless if it does not contribute or benefit to the reader. In connection with the results obtained in this study, the authors propose several suggestions, as follows:

1. The teacher should be creative in selecting the strategies and techniques used in the teaching and learning process. Therefore, the teacher should be able to select appropriate writing materials for the students in order to help them develop their writing skills. As an alternative approach to teaching English, the instructor is anticipated to be able to apply some tactic like Give one Get one.

2. Students are expected to actively participate in learning through Meaningful Learning Design. With Give one Get one strategy it might, ideally, be one of the fun strategies to achieve higher student achievement in writing.
3. It is hoped that other researchers who are researching in the same field can use this research as a reference. The authors suggest for other researchers to use efficient alternative methods or strategies when conducting the same research. This approach can be used by the following researchers to teach vocabulary and other text genres, such as narrative text, report text, etc. If they are persistent and put in the effort to help students write better, they will succeed.

