

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the result of this study. This chapter consists of two subheadings related with the effectiveness of think-talk-write strategies to teach writing descriptive text to teach eighth grades students in Junior High School. The first is conclusion from the previous chapter and the second is suggestions. It is expected that this study has useful contribution to English teacher and for other researchers.

#### **5.1 Conclusion**

Based on the calculation in the post test score the result of data analysis is 3.606 with degree of freedom (df) 70. The researcher found that this score (t-value) was higher than t-table. The t-table with the level of significance 5% (0.05) and the significance level is 0.01. From the result of the calculation in chapter IV, it can be concluded that there is significantly difference between students' ability in writing descriptive text who are taught by using think-talk-write and students who are taught without using think-talk-write especially in term of content and vocabulary. It is the answer of this research problem.

It can be concluded that after the treatment, most of the students can write descriptive text better than before. The students become more active, enjoy, and felt easier in writing process by using this technique. Generally, this strategy can improve the students' ability in writing, it is showing from the post test of experimental group.

## 5.2 Suggestion

Based on the result of the study, the writer gives some suggestion for the students, teacher and the other researcher. For the students, the researcher hopes that the students expected to motivate and concentrate in the learning and also increased their ability in English writing. They should exercise regularly to improve their ability in writing. Many ways that can be used like using think-talk-write strategies. This strategy can help the students easily especially in writing descriptive text and also this strategy can be alternative or motivation to improve and explore students' idea in writing. By doing this strategy, the students more understand writing well.

For the teacher, the researcher hopes that in the learning process teacher as a facilitator not only deliver the material based on the English curriculum but also should pay attention whether the students understand the material being taught. The teacher should choose interesting way to teaching writing. Researcher also expects that this study is useful and helpful also become references of the implementation in learning activities. For the researcher, the writer suggests the next researcher to make another research related to teach writing in more interesting method. The next researcher can do research in different steps, grade, language skill, subject, and research design.