

CHAPTER V

CONCLUSION AND SUGGETION

The last chapter of this study is conclusion and suggestion. It presents some conclusions as well as some suggestions concerning the result of the study which was discussed in the previous study.

5.1. Conclusion

There are two conclusions since the researcher stated two statements of the problem. They were: (1) how is the implementation of think talk write strategy in teaching writing descriptive text and (2) how are the students' responses toward the use of think talk write strategy in learning writing descriptive text.

5.1.1. The Implementation of Think Talk Write Strategy in Teaching Writing Descriptive text

The first problem statement was about the implementation of think talk write strategy in teaching writing descriptive text at MTs.

Muhammadiyah 1 Dukun and MTs. YKUI Maskumambang. Based on the result of observation the researcher could know the procedure of think talk write strategy in teaching writing descriptive text which were:

Think stage, both teachers showed a picture in front of the class then requested the students to analyze and mention the characteristic of the picture. The first teacher showed a picture of Steven William as media in the first meeting and showed picture of Nabila Syakib in second meeting. After

showing a picture, the first teacher asked the students to analyze and mention the characteristic of picture. The second teacher also showed picture of thing in front of class. In the first meeting, the second teacher showed picture of shoes and gave card of thing in second meeting. The procedure was similar with the first teacher but the second teacher combined by game in the second meeting.

Talk stage, the first teacher divided the students into some groups and showed the characteristic of person. Then the teacher asked students discuss together to define the characteristics of person into generic structure of descriptive text. The second teacher divided the students into some groups and showed the characteristics of thing and generic structure of descriptive text. Then the teacher asked the students discuss to match the characteristic of thing and generic structure of descriptive text.

Write stage, both of teachers asked the students to write descriptive text based on the characteristics of picture. In writing descriptive text, the first teacher guided the students by walking around to check the students' writing. After the students had finished then the teacher corrected the student's error writing and changing into the correct one and asked to revise it. The second teacher guided the students by giving confirmation of unknowing words, the use of grammar, and the structure of English sentences. After the students had finished then asked the students to submit it and give score.

Based on the research finding, the researcher concluded that the procedure of think talk write strategy which develop by Yamin and Ansari (2008) and the researcher could see that the theory was good and effective, because it could improve the teaching and learning writing especially wrote descriptive text.

Based on observation above, the researcher classify the similarities and the differences of using think talk write strategy which was done by teachers in teaching writing descriptive text by the table below:

Strategy	Similarities	Differences	
		Teacher 1	Teacher 2
Think Stage	Showing Picture of person and thing in front of the class and asked the students to analyze and mention the characteristic of picture.	-	In second meeting the teacher combined the activity by game. In the game activity the teacher gave card contain with picture of thing.
Talk Stage	Dividing the students into some groups.	Asking the students discuss together to define the characteristic of person into generic structure of descriptive text.	Asking the students discuss together to match the generic structure of descriptive text and characteristic of thing.

Write Stage	Asking the students to write complete descriptive text individually.	Correcting the students' writing by deleting the error writing and changing the error sentences into the correct one then asked to revise it.	Demonstrating to the students about the proper use of grammar in the writing of descriptive text, unknowing words and structure of English sentences.
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The researcher also has already been consistent with the previous study. First, Nova Maulidah (2013) the result showed that think talk write strategy is effective to be used as an alternative strategy to teach narrative writing. Second, Ingrid Laurensia Simanungkalit (2011) the result showed that think talk write strategy could improve the students' achievement in writing spoof text. Third, Rachmawati (2013) the result showed that there was any improvement in students' writing recount text by using Think talk write strategy. Fourth, Sofiyati (2012) the result showed that there was significant improvement of students' writing skill especially narrative texts. Based on the previous study, they used various media in implementing think talk write strategy because the media should be appropriate with the material used so that the student more creative in writing a text. Besides that, between the previous study and this research have similar steps of using think talk write strategy which the students should think an idea based on media used, share their idea to their partner, and wrote a text.

In summary, the researcher gave contribution that in implementing think talk write strategy the teacher have to divide the students into heterogeneous groups because the discussion will be more effective when the teacher divided the students into heterogeneous groups which consist of 3-5 students (Ansari: 2003) so that all the students had opportunities to share their idea to their friends.

5.1.2. The Students' Responses Toward The Use of Think Talk Write Strategy in Learning Writing Descriptive Text.

The second problem statement was about the students' responses toward the use of think talk write strategy in learning writing descriptive text. Based on the research finding, the researcher concluded that most of students gave positive responses toward the use of think talk write strategy in learning writing descriptive text. They felt enthusiastic and interested when think talk write strategy was applied by the teachers. It could be seen from the result of interview that, in think stage most of students were interested and enthusiastic in analyzing picture because they could understand more about the way to describe person and thing. In talk stage, most of students were interested and enthusiastic in discussing the characteristic of the picture because of by discussing and defining the characteristic into generic structure of descriptive text, they could share their idea and also more understood about the differences between identification and discussion. In writing stage, most of students were enthusiastic and interested in writing descriptive text because

they could understand about present tense and the structure of English sentences. The students also could understand more about descriptive text.

5.2. Suggestion

Based on the finding of this research, the researcher give some suggestions to improve teaching and learning writing descriptive text by using think talk write strategy.

5.2.1. For The Teacher

English teachers should apply think talk write strategy in their teaching learning process so that they can improve their students' writing descriptive text because the strategy was designed to help the students to develop their ideas so that the students could write well.

5.2.1. For The Next Researcher

The researcher hopes that there will be other researchers apply think talk write strategy in different skill like speaking. If next researcher wants to continue and develop this study in the same field and skill, it will be better because the researcher realized that this study is far from perfect.