CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research findings in relation to some discussions in previous chapter. Besides, this chapter also provides suggestions for the teacher, students and the next researchers.

5.1. Conclusion

The purpose of this study is to find out the significance of think,talk,text strategy on students achievement in writing skill by using procedure text at Smk Maskumambang 2 Dukun Gresik. This study focused on the application of think,talk,text strategy on students achievement in writing skill by using procedure text and figured out the answers for the research questions. The questions were answered by comparing the achievement between the groups in which think,talk,text strategy was applied. The present study used pre test to see student's initial ability on students achievement in writing skill. Based on the pre-test, both classes achievement were equal. After the pre test, different treatments were given to each group. After that, post test administered to find out the achievement between two groups after treatments. In details, the result of post test showed the *P* value of both groups was 0.05. it was indicated that the probability value higher that the level of significant 0.05 (0.000 < 0.005). In other words, there was significant difference between two groups.

From the findings and discussion that analyze from the normality distribution, According to criteria of the test, it can be seen in the result that T_{max} (experimental group) > T_{table} (0,200 >0,05). The data in experimental class showed that they were distributed normally. According to criteria of the test, it can be seen in the result that T_{max} (control group)

> T_{table} (0,091 >0,05). It means that all the data of control group is distributed normally so its mean the all of data in experimental group and controlled class were distributed normally. and than from the homogeneity the result showed (0,383 >0,05). Based on the criteria, it means that the sample in experimental class and controlled class were homogenous. The researcher also used T-test formula in the significance degree of >0,05. The result showed that t-test (t_o) > t-table (t_t) (0,412 >0,05). So, the null hypothesis (H_o) is accepted. It means that the hypothesis (H_a) is accepted that there is significant of applying t3 strategy on students achievement in writing skill by using procedure text.

So Based on the result of the tudy it can indicate that applying think-talk-text on students achievement in writing skill by using procedure text was succesfull.

5.2. Suggestion

The researcher provides some suggestions to applying think,talk,text strategy on students achievement in writing skill by using procedure text at Smk Maskumambang 2 Dukun Gresik. There are three suggestions are given, for English teacher, the students and next researcher.

5.2.1 Suggestion for English Teacher

The researcher must have preparations before teaching writing skill. The teacher can apply think,talk,text strategy in teaching writing so that the students will be more interested in learning English. The more students enjoy learning English, the more easily understand the writing text given.

5.2.2 Suggestion for the Students

Think,talk,text is taken from many strategies of teaching writing skill. The students will be interested in teaching and learning process because they feel that they can understand

the writing text better. They can improve their own comprehension during teaching learning process by applying think,talk,text strategy wherever they learn English text.

5.2.3 Suggestion for the Next Researcher

This research focused on significantly influence students in teaching writing skill by using think,talk,text strategy at Vocational High School. Although the result was same with the researcher before.