

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion based on the findings and discussions in the previous chapter. It also presents some suggestions for English teacher and future studies.

A. Conclusion

Based on the data that analyzed in the previous chapter, it could be concluded that Tell-Show Strategy gave significant effect toward students' writing ability. Through Tell-Show Strategy, the students were able to write better than the students who were taught without Tell-Show Strategy. The success of this research could be proved by the result of students' score on writing testing of both classes.

Based on the result of the research, it could be concluded that using Tell-Show strategy gave a significant effect on students' writing ability. It could be seen from the means score of students' writing in experimental class and control class. Students' writing scores in experiment class after post-test that were taught by Tell-Show Strategy with mean score (81.18) was higher than the students' mean scores in control class (73.37) that were taught without using Tell-Show Strategy. While, the analyzing of data showed that the value of t calculated 3.768 was higher than the value of t -table 2.000 for 5% significance, at the degree of freedom 62. This indicated this hypothesis was accepted.

The data showed that all the components of students writing also improved after using Tell-Show Strategy in teaching and learning process.

It proved by the significance differences of students' score in the experimental class and control class in term content, organization, vocabulary, language use and mechanic. First, in experimental class, the mean post test scores of the students' content was 22.46 while in control class, the mean of post test score of the students' content was 19.81 with difference 2.65. Second, in experimental class, the mean post test score of the students' organization was 17.65 while in control class, the mean of post test score was 16.87 with difference 0.78. Third, in experimental class, the mean of post test score of the students' vocabulary was 18.25 while in control class, the mean of post test score of students' vocabulary was 16.43 with difference 1.82. Fourth, In experimental class, the mean post test score of the students' language use was 19.5 while in control class, the mean of post test score was 17 with difference 2.5. Five, In experimental class, the mean post test score of the students' mechanic was 3.31 while in control class, the mean of post test score of the students' meachanic was 3.25 with difference 0.06.

Related to the conclusions above, we know that learning result of teaching writing through Tell-Show Strategy could improved students' writing skill, especially in writing descriptive text. So, this strategy recomend to improve students' writing skill in teaching writing.

B. Suggestions

Related to the statements mentioned in conclusion above, the researcher proposes some following recommendations. *First*, English teacher should consider the implementation of Tell-Show Strategy as an alternative strategy because by using this strategy, the students can be more

enjoyable in writing descriptive text and hopefully the students' score in writing another text is higher too when Tell-Show Strategy is used. *Second*, for the students, it will make them easier to make a good descriptive text and give the students invaluable benefit because it helps them to make writing more fun and feel comfort in writing. *Third*, for the other researcher in similar field of study, it is suggested to carry out further studies about the effect of Tell-Show Strategy and the other technique in toward students' writing skill. *The last*, to all readers, may this research will bring you into good understanding how to improve the students' writing skill by using Tell-Show Strategy.



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