

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion of this research, This chapter presented conclusion that was based on in the previous chapter. it could be concluded, the Students at Islamic Senior High School 2 Pesisir Selatan still had low mastery in writing skill especially on recount text. It was an important problem in teaching and learning English writing. To effort this problem, researcher was implementing a strategy called Think-Pair-Share (TPS) strategy.

Think-Pair-Share strategy gave significant effect toward students' writing ability. Through this strategy, the students were able to write better than the students whom were taught without using this strategy before. The success of this research could be proved by the result of students' score on writing testing of both classes they are experimental class and control class.

Researcher implemented this strategy in experimental class and other strategy in control class. It was done to prove the hypothesis this research was accepted or not. Then, researcher was chosen X IPA₁ as experimental class and X IPA₂ as control class as sample through by cluster sampling. Post test was conducted on two classes in the last meeting by giving same topics. After getting writing score of students through students' post test, researcher would be analyzed the score by using t_{-test} and describing components of writing skill.

The result of research showed that $t_{\text{calculate}}$ (6.993) was also bigger than t_{table} (1.672). While, mean scores of students' writing in experiment class by using Think-Pair-Share (TPS) strategy (76.86) was higher than the mean score of students' writing in control class (71.86) that were taught without using Think-Pair-Share (TPS) strategy. It means that students who taught by Think-Pair-Share (TPS) strategy had better writing skill. So it is proved that the hypothesis of this research was accepted.

Related to the conclusions above, we knew that learning result of teaching writing through Think-Pair-Share (TPS) strategy can be improved students' writing ability, especially in writing recount text. So, this strategy can recommend to improve students' writing skill in teaching writing.

B. Suggestion

Related to the statements mentioned in conclusion above, the researcher proposes some following recommendations

, English teacher should consider the implementation of Think-Pair-Share (TPS) strategy as an alternative strategy toward students writing ability because by using this strategy, the students could be more enjoyable in writing recount text this strategy can improve the students' achievement in writing recount text and English teacher should make the teaching learning process more interesting and varieties in the class activity.

Second, for the students, it would make them easier to make a good in teaching writing especially in recount text and give the students invaluable benefit because it helped them to make teaching writing more fun and not

bored. Through this strategy can help the students to make the writing process become easier and affective in teaching and learning process. All of it gave effect to students' writing skill to be better.

Third, for the other researcher in similar field of study, it was suggested to carry out further studies about the effect of TPS strategy and the other technique in toward students' writing ability and It is suggested for other researcher to use TPS Strategy in writing recount text because it helps the researcher to organize and create a good recount.

The last, to all readers, may this research would bring you into good understanding how to improve the students' writing ability. And the students will be motivated to write something in English.