

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to conclude the result of the research and wants to suggest to the reader especially to the students and teachers in relation with the result of this research. Based on the research which has been conducted in SMPN 89 Jakarta about “Using Think-Talk-Write Strategy on students’ writing Descriptive Text”, the researcher can conclude some facts as follow:

A. Conclusion

1. Based on the research findings, the writing ability of students at the eighth grade of SMP Negeri 89 Jakarta before treatment is low. This can be seen from the results of pretest, in experimental class score is 58 and control class score is 55.97. While on the post-test results given to both the experimental class and the control class, the students showed good results. In general, the post-test scores in the experimental class were better than the post-test scores in the control class. This is indicated by the average value obtained by the experimental class which is 79.13. Meanwhile, the average score obtained by the control class was 58.16.
2. According to the t-test, H_a or alternative hypothesis was accepted. The score of t-test is $t_o : t_t = 10,25 > 1,67$ in degree of significance

5% then the results of the effect size in this research is 0,60. From these results, it proves that it concludes that Think-Talk-Write has a more significant impact on teaching writing in descriptive text in the Eighth grade of SMP Negeri 69 Jakarta than students why do not use it.

B. Suggestion

Based on research and collected data, the researcher tries to give some suggestion related with teaching learning process. The suggestions are for teacher, students, and future research.

a. For the teacher

1. The teacher who directly involved to the teaching-learning process are suggested to choose various the variation media or strategy of teaching-learning process.
2. The teacher should be able to use various and interesting technique media in teaching learning especially in writing activity.
3. English teacher may use this technique when they teach English especially in writing descriptive text.

b. For the students

1. The students can enrich their experience and knowledge in learning English, especially in learning writing descriptive text through Think-Talk-Write strategy.
2. The students can use Think-Talk-Write strategy in writing descriptive text in order to make them easier to write.

c. For the future research

For the next research, the researcher hopes they would conduct the investigation of other teaching strategy that can be applied by teacher.