

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the writer taken the research about the effectiveness of think-talk-write strategy in teaching writing on narrative text at the eleventh grade of SMA Negeri 4 Pandeglang, the writer conclude:

1. Students writing narrative text at the eleventh grade of SMA Negeri 4 Pandeglang before given the treatment are low. From the problems in the background of study there are: before given treatment the students still difficult to start writing, the students are difficult to organize and develop an idea in writing, the students have difficulty in composing a paragraph in one unit to be easily understood and still confused to write a cohesion and coherent paragraph, and the students feel less confident in learning writing, it make the students difficult to find ideas and

information to support their writing. It can be seen from the result of pre-test at experimental class, the lowest score was 34 and the highest score was 90 and students' mean score was 60.08. The result of pre-test at control class, the lowest score was 34 and the highest score was 62 and students' mean score was 40,03.

2. To apply think-talk-write strategy, the first step is the writer asked the students to think about the text of narrative and identify the generic structure of narrative text, students' respond in this step they identified and analyzed the text given by the teacher. The second step of this strategy is talk, in this step the students talk or discuss about narrative text and students' respond of this step they discussed about their ideas to put in their writing and found the information to support their writing. The third step of this strategy is write the story of narrative text based on their ideas and information that they got.
3. There was effective of using think-talk-write in teaching writing on narrative text, it can be seen from the result of

post-test is higher than students' pre-test. the students' lowest score of post-test at experimental class was 56 and the highest score was 92 and students' mean score was 76.22. The result of post-test at control class, the lowest score was 34 and the highest score was 88 and students' mean score was 52. The result of the data calculation it shown t-table of 5% and 1% are significant,  $1.99 < 3.92 > 2.65$ .

## **B. Suggestions**

Dealing with the conclusion above, the writer would like to offer some suggestions which may be useful in improving students' writing skill, especially to develop the ability in writing narrative text. Some suggestion are:

1. For the teachers, the writer offer suggestion to use think-talk-write in teaching writing on narrative text, because based on the result of research, this method is effective to improve students' writing skill and the students will be interested. It can be provided by the empirical data about

the students' writing ability before conducted by experiment to apply think-talk-write strategy.

2. The student should be more felt fun when English learning process especially in teaching writing, the student should be more interest when using some strategies in English learning, and the students should be more enjoy the subject especially English learning in teaching writing.
3. For the school, the writer suggests to take more attention in improving for teaching and learning process especially English lesson.
4. For the next researchers that will conduct the research about students' writing narrative text, and the writer hopes that think-talk-write make students more enjoy, fun, and easy to improve their achievement in writing.

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