

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion to answer the statement of the problem and suggestion for the English teacher, and the next researcher to use Guided Question method in teaching writing.

#### A. CONCLUSION

The objective of this research is to measure the effectiveness of *Think, Talk, Write* to increase students' writing skill in recount text. The analysis showed that the students who are taught by *Think, Talk, Write* technique get better achievement than those taught without using *Think, Talk, Write* technique. It can be seen from the difference mean of both groups before and after treatment. It means that the use of *Think, Talk, Write* technique can increase students' writing skill in recount text. In pre-test, the mean score of experimental group was 69.00, and the mean score of control group was 70.54. In post-test the experimental got 79.39, and the control group got 73.31. The mean score of experimental group was higher than the mean of control group. It can be concluded that the use of *Think, Talk, Write* can increase students' writing skill.

Next, the significant value is shown t-test is higher than t-table. Statistically there is an enough evidence to reject the null hypothesis, and then the alternative hypothesis is received. It means that the students who are taught by using *Think, Talk, Write* technique got better achievement than those taught without using *Think, Talk, Write* technique. Therefore the

hypothesis”the students of MA MA’ARIF UDANAWU are taught writing using Think, Talk, Write get better achievement than those taught without Think, Talk, Write” is accepted. It can be concluded that the Think, Talk, Write technique is effective in increasing students writing skill for the students of MA MA’ARIF UDANAWU.

## **B. SUGGESTION**

The finding of the research score shows that there is significant difference on the students” score before they were taught by Think-talk-Write (TTW) and after they were taught by Think-Talk-Write (TTW). Therefore, the writer tries to give some suggestion as follow :

### **1. For students**

The students should be active in the classroom because in Think-Talk-Write (TTW) strategy the students are supported to be active in teaching learning process. It is hoped that the students can increase their writing ability.

### **2. For teachers**

The use of Think-Talk-Write (TTW) strategy can be used by the English teachers, especially in teaching writing. By using good strategy the students are easier and motivated to learn English. The English teacher should select strategy that are not only interesting but also appropriate with the subject and the students” needs. So, the teacher can use Think-Talk-Write (TTW) as an alternative strategy to teach writing.

3. For next researchers

As this research is not perfect yet, it is suggested for the next researcher to conduct further researchers on the similar area, especially by Think-Talk-Write (TTW) strategy on teaching writing.