

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion to answer the problem of the study. In addition, the suggestion for the students, the English teacher, and the next researcher are also provided.

A. Conclusion

The objective of this research was to investigate the effectiveness of using TAD strategy in teaching writing skill on recount text at second grade of Mts PSM Loceret. The analysis showed that there is significant difference between TAD strategy and Mind Mapping strategy. It can be proven by in the pre-test the mean score of experimental class was 50.00 and control class was 58.52. In the post-test the mean score of experimental class was 79.63 and control class was 65.19. This was also supported by the calculation of ANCOVA through SPSS 26 program which showed that the significant value of the class is .000 which is lower than 0.05. It also indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. The score average of experimental class was better than control class. By giving TAD strategy the students looked more excited and active in learning writing skill on recount text. From the explanation above, the researcher concluded that TAD strategy was effective to use in teaching writing skill on recount text at Mts. PSM Loceret.

B. Suggestion

In the research finding, the researcher would like to give some suggestion to the teacher, students and the institution.

1) For the teacher

In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material. In teaching writing, especially in writing recount text, teacher should teach the students about how to use the variables in TAD Strategy. The teacher should make the students involve in the learning process. By using TAD Strategy, the students will create their own writing based on their perspective of the variables (Transition, action and details) of TAD Strategy. Therefore, the students will be easy in writing recount text. So, it is better for the teacher to implement the TAD Strategy in his/her classroom.

2) For the students

For the students, they have to have hard effort to improve their writing skill. The students have to have much practice. In writing, the students should know to whom they write, and in what form that their writing are good. The students should consider the variables of TAD strategy in their writing.

3) For the institution

For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities.