

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the resume of findings and discussion according to the result of using Think-Talk-Write strategy toward students' ability in writing procedure text. Meanwhile, the suggestions are directed to English teacher and the future researcher.

#### **A. CONCLUSION**

After the data was analyzed, it could be concluded that Think-Talk-Write strategy was effective to be used in teaching writing procedure text. It can be said because there were any significant difference score in writing procedure text between the students who were taught using Think-Talk-Write strategy and those who were not taught using Think-Talk-Write strategy.

Related to the statistic calculation of Independent Samples T Test by using SPSS 16.00, the result of Sig. (2-tailed) showed that the significant value of the group was 0.000, and it has to be divided into two since we have one-tailed test ( $0.000 : 2 = 0.000$ ). It means that the significance value was smaller than significance level ( $0.00 < 0.05$ ). The result of significance value indicate that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. So, there was a significant effect of using Think-Talk-Write strategy on students' ability in writing procedure text at 9<sup>th</sup> grade students of MTs Fathul Hidayah Pangean Lamongan. In the other word, it meant that think-talk-write strategy can be used as alternative strategy in teaching writing especially in procedure text.

## **B. SUGGESTIONS**

Based on the result of this research, the researcher gave suggestions to the English teachers and to the future researchers as follows:

### **1. For English Teachers**

For English teachers, it was better to use Think-Talk-Write strategy as one of the strategies during the process of teaching writing, especially in writing procedure text. It can be said because think-talk-write strategy helped the teachers in order to make the students more understand and easier to express their idea or their arguments in a form of text.

### **2. For Future Researchers**

In this research, the researcher only applied treatments for twice. Furthermore, the future researchers can apply treatments more than twice in order to make the students more understand about the materials that was taught in teaching writing especially by using Think-Talk-Write strategy. Then, they can also conduct the future research in different level of the students and different skills of English.