

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents two major parts those are conclusions and suggestions. The conclusions are presented based on the result of the data analysis of the research. Meanwhile, the suggestions are used as consideration for the English teacher, students, and also the future researcher.

#### A. Conclusions

After analyzing the data, it can be concluded that Think-Talk-Write (TTW) strategy was effective to be used in teaching writing narrative text. It can be shown that there were significant difference score in writing narrative text before and after taught using Think-Talk-Write (TTW) strategy. The difference proved by the result of pre-test and post-test scores from the mean of pre-test 60.20 becomes 72.13 in post-test. Thus, the result of statistical computation showed that there is significant influence of using Think-Talk-Write (TTW) strategy on students' writing narrative text ability.

Additionally, the result of statistical computation used Paired Sample T-test showed that the significant value (sig 2-tailed) was 0.000, and it was smaller than 0.050 ( $0.000 < 0.050$ ). It can be stated that the alternative hypothesis ( $H_a$ ) which is stated there was significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after taught by using Think-Talk-Write (TTW) strategy is accepted. While the null-hypothesis ( $H_0$ ) which is stated there was no significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after taught by using Think-Talk-Write (TTW) strategy is rejected. It was confirmed that the use of Think-Talk-Write (TTW) strategy can give significant influence on students writing narrative text ability especially at the eighth grade students of SMPN 2 Kandangan.

## **B. Suggestions**

Based on the result of the research and the advantages of using Think-Talk-Write (TTW) strategy in teaching writing narrative text, the researcher would like to give some suggestions to the English teacher, students, and also to the future researchers as follows:

### **1. For the English Teacher**

The teachers are suggested to use Think-Talk-Write (TTW) strategy as an alternative strategy to increase students' writing achievement, especially in writing narrative text. By using this 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.

Teachers must determine and choose learning methods that can make students active in following the learning in the classroom. Think-Talk-Write (TTW) strategy is a good strategy that students learn not only think and talk about what they are going to write, but also to make they easily write a text. Moreover, this strategy also could be applied as a teaching strategy to make an active learning. To make the atmosphere of English learning process more interesting and not make the class become monotonous to the students.

### **2. For the Students**

The students need to focus on their group in learning with Think-Talk-Write (TTW) strategy and need to practice writing a lot to make their writing better. They should really talk to other peers in group as it helps them to explore their ideas because they have many opportunities to discuss. They also have to consider several aspects such as organization, content, grammar, punctuation, and the mechanics of writing. The students have to learn about some of the processes of creating a good writing and developing their knowledge. The researcher suggests using Think-Talk-Write (TTW) strategy to improve their ability in writing.

### 3. For the Future Researcher

The future research can use this research to get inspiring idea, they may develop this strategy in another cases. This study was conducted in the Junior High School level. Therefore, the further research can try to find out the effect of using Think-Talk-Write (TTW) strategy in different level with different research design except using pre-experimental research design, in order to know whether still being effective or not by using Think-Talk-Write (TTW) strategy as a learning model in teaching writing.