CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There is a comparison between the experimental class and the control class. The average score for the experimental class was 69.23 for the pre-test and 77.83 for the post-test and the rise percentage was 5.85 %. Besides, the average score for the control class was 70.33 for the pre-test and 72.70 for the post-test and the rise percentage was 1.65 %. So, there is a comparison of student's score between students who were taught with Think-Pair-Share technique and who were not.

The result of post-test of the experimental class was 77.83, which was higher than the control class 72.70. It means that writing narrative texts by using Think-Pair-Share technique is better than the writing narrative texts using conventional method.

The result of the calculation using the t-test showed that t_{count}: 4.2719 and t_{table}: 1.67 with $\alpha = 5$ % and $df = (n_1 + n_2 - 2)$. Because t_{count} was higher than t_{table} {4.2719 > 1,67}. It means that the result of the experimental class is higher than the control class. It can be concluded that

there is a significant difference in the students' writing score between students who have been taught writing a narrative texts by using Think-Pair-Share technique and the students who have been taught without using Think-Pair-Share technique.

From the explanation above, it can be concluded that the use of Think-Pair-Share technique is effective to improve the students' narrative text writing skill at the eighth grade students of MTs Riyadlotut Thalabah Sedan Rembang.

B. Suggestion

Think-Pair-Share (TPS), is not only one technique in teaching writing narrative texts. There are still a lot of teaching technique to be used. There are several important things that can be suggested in the last report of the end of paper, it is hopefully can be useful for the reader, especially:

1. For the English Teacher

   a. Think-Pair-Share may become an alternative technique in teaching writing especially in narrative text. Using Think-Pair-Share technique is a good innovation. This technique gives the students a chance to work individually and cooperatively with their friends. The component of *think*, invites the students to think or organize of thought. The component of *pair* and *share*

encourage the students to compare and share their ideas, so that it can enhance the quality of their answer that has been thought before.

b. Teacher should give reward to the students who get good score, so that the students are motivated to be bettering the next meeting especially for students who are poor in understanding the material.

2. For the Students

a. Writing is an important subject to be learnt. But, most of the students have difficulties in producing written texts. Therefore, the students have to be serious and pay attention to the teacher's explanation in teaching and learning process.

b. To improve writing ability, the students have to develop their knowledge and do many exercises in order to get a better achievement in producing written text.

3. For the next Researchers

They can make this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation about this research, they can conduct a research with the same technique but in different genres. The researcher hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

4. For the readers

The researcher hopes this thesis can be useful for the reader. So, they can know that using Think-Pair-Share technique is effective to improve students' ability in writing narrative texts.