

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the research findings in Chapter IV, it proved that Think-Talk-Write strategy was effective on the students' writing descriptive text ability. It was shown by the independent sample T-test of p-value (2-tailed) = 0.011 in the post test and 0.030 in gained scores. As the research referred to the significance level of *sig*  $\alpha = 0.05$  (5%), therefore, the obtained p-value which was less than the *sig*  $\alpha = 0.05$  (5%) indicated a statistical significance or effectiveness. In other words, when p-value < *sig*  $\alpha = 0.05$  (5%), the null hypothesis of the research was rejected and alternative hypothesis was accepted. Besides, the effect size then was also calculated by using Cohens' *d* resulted from a value of 0.67. It can be interpreted that the level of significance ranged at the moderate level.

Therefore, it can be concluded that the Null Hypothesis of this research was Rejected and the Alternative Hypothesis was Accepted. In other words, it proved that there is significant difference score on writing descriptive text ability of the tenth grade students at MAN 1 Tulungagung taught by using Think-Talk-Write (TTW) strategy and those taught by using Conventional Method in the academic year 2019/2020.

## **B. SUGGESTION**

As stated in the previous chapter the Think-Talk-Write strategy enhances the attainment of students' writing descriptive text ability. Regarding to the finding some suggestions are addressed to the teachers and future researcher.

For English teachers, they can use the TTW as one of alternative strategies used in teaching writing, especially descriptive writing. Improvement on how the strategy is implemented needs to be taken into consideration to support the students' participation during writing teaching and learning activities.

The study involves groups of senior high school students and it does not consider the gender of the participants. That is why it is suggested for other researchers to conduct a different study by differentiating gender as the participants and involving different levels of students.