

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will tell about the conclusion of the research in the tenth grade students of SMKN 2 Kupang using think pair share to improve writing skill in procedure text, and also will tell about the suggestion to English teacher, students, and the writer.

5.1 Conclusion

The researcher was conducted in the X Geomatica 1 of SMKN 2 Kupang (10 – 11 April, 2018). From the research, the researcher gets some finding.

1. Think pair share improves the writing skill in procedure text.

Think pair share as a technique of teaching helps the students to think individually, think again in pairs and share what both of them get before, and definitely the result when they work individually and pairs are different. The result when they did in pairs is higher than individually. The pre test result was very low and categorized as :“Below Average”, in which the class average was 8.2. It was 5 students of the subject was able to pass the test. The result of cycle I indicated improvement but still in below the standard of achievement and categorized as “Average”. The class average score in post test was 10.4. It was 18 students or 9 pairs of the subject was able to pass the test so the researcher makes cycle II, and the result post test in this cycle categorized as : “ Above Average” with the class average score was 14. It was only 2 students or 1 pair get average and other students get above average and very good.

2. How the think pair share used to improve writing skill in procedure text

Think pair share is the one of many techniques in teaching writing. In the pre test the researcher only test their basic knowledge or how far they know about procedure text. The students did their task (how to make a glass of coffee) in individually it means that think pair share did not use on this test. The result of pre test was 8.2 (below average).

On the first cycle, the researcher explained about procedure text and used think pair share technique. First the researcher divided the topic (how to make a tea), and then the researcher asked them to did it in individually, when they did it in individually, they made draft, after that they sat in pairs. In pairs they think again and share what they get before. The result that the researcher get is 10.4 (average)

On the second cycle used think pair share technique. The implemented of this technique is first the students did the task that was given by researcher individually (the researcher gave 4 different topics), they made draft and sat in pairs after sat in pairs they think together and share what they get before in writing it was same with the first cycle. The result was 14 (above average)

Based on the result it can be concluded that the implementation of think pair share can improve writing skill in procedure text of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018.

The students of SMKN 2 Kupang in the school year 2017/2018 do have a great ability on writing. The teacher has to pay attention with this and give them support, encourage them so they keep on writing and it will help them get many benefits.

5.2 Suggestion

5.2.1 English Teacher

For all English teacher especially those who are teaching English at the place where the researcher did this study are highly recommended to use think pair share technique as one technique to help the students perform better on writing procedure text since the writer has found that this technique can motivate the students to ask his or her friend when they don't know how to write or share something important in learning English, so it can be improve their knowledge about learning English.

5.2.2 The Students

Students should stimulate themselves to learn English especially writing. They should get involved actively in the activities during the lesson and finish the task well. They must also do more practices especially for writing English lesson either in school or at home. In practicing to write the students may use the think pair share as the technique to learn together and help both of them in developing the idea.

5.2.3 The Writer

The writer will become an educator and since this study showed a positive result she decided to continue to use mind map with any necessary adjustment in her professional career as a teacher later on and shares it with other especially her future students.

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