

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

After describe and discuss about all the data found in the previous chapter, researcher make the conclusion of this study. Based on the data, researcher conclude that the implementation of collaborative learning type Think-Pair-Share technique in teaching-learning give the significant effect for student's ability in writing. Especially, in writing report text at the ninth-grade of SMPN 2 Sepang. It can be seen from the data, the post-test score of experiment class is higher than the control class. It also can be seen from the significant test value that served after analyze by using SPSS 26. The significant value Sig (2 tailed) show there are significant effect on students' writing.

Futhermore, the effect of Think-Pair-Share helps students to be better in their writing ability. Their writing elements also increase significantly after given treatment using Think-Pair-Share technique. Then, the implementation of Think-Pair-Share in teaching-learning report text develop the student's ability in writing. By implemented the Think-Pair-Share strategy in teaching writing makes students can share ideas so they got a new insight for how to make report text more organized based on the structure of report text and

overcome the problem of students which often face the lack idea in doing writing.

Then, Think-Pair-Share technique contributed to created more interesting, and livelier classroom atmosphere. The researcher also found that the students were more interactive during the teaching learning process. This atmosphere was made greater student participation and interaction, which are critical components of effective learning. This technique also contributed to enhance students' critical thinking skills. By working collaboratively, students learn to analyze, critique, and improve each other's work, leading to a higher quality of writing.

Finally, the successful implementation of the Think-Pair-Share technique in SMPN 2 Sepang suggests that similar implementation strategies could be effective elsewhere. The results of this research showed that the Think-Pair-Share technique is a good technique in helping teachers improve the classroom atmosphere to be more interesting, and livelier. It means that Think-Pair-Share technique can be particularly beneficial in environments where student engagement are challenges. So, this technique not only can be used by teacher in junior high school, or in the writing field only.

5.2. Suggestions

Based on the result of this research, several suggestions or recommendations are offered by researcher, as follows:

5.2.1. For the teachers

For the teacher, it is suggested to use Think-Pair-Share in teaching writing report text because this technique helps the students to get the ideas for writing and develop their writing after thinking and pairing step.

5.2.2. For the future researcher,

For the future researcher, this study focuses on writing, Think-Pair-Share strategy and report text. Hopefully, future researchers can explore more about this collaborative technique with other skills and also material and implement a new technique to make learners more active in study English.

5.2.3. For further researcher

For further researcher should add meeting for teaching experiment in order to get optimal results. Hopefully, by applying this strategy within longer time, the more effective and students get more improvement in learning.