

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the result's conclusion of the research and also the suggestion from the researcher to the other researchers and English teachers who want to try to apply Think Pair Share technique in teaching summary writing.

5.1 Conclusions

In reference to the result and discussion of the research the following conclusions are given as follows:

1. TPS technique increase students' ability in summarizing text, it proves from the pretest and posttest scores which show that the students' mean score of posttest in experimental class (72.11) is higher than pretest (53.33) with the gain of 18.78. It means that TPS technique can increase students' ability in summarizing text. It can also increase all aspects of writing; language use (6.25), organization (3.98), content (3.94), vocabulary (3.59) and mechanics (0.98). It is proved by the increase of the mean score from pretest to posttest. From the five aspects of writing, language use has the highest increase because TPS technique provides the understanding process to make the meaning grammatically correct. On the other hand mechanics is the lowest increase in this research.

2. TPS technique improves the students' activity in summary writing activities.

Based on the data of observation during the three meetings, there were 34 students in the first meeting, the average score of students' activities from the two observers are 68.29% and 69.52%. Then, 35 students in the second meeting, the average score of students' activities from the two observers are 72.74% and 74.45%. Last, 35 students in the third meeting, the average score of students' activities from the two observers are 76.08% and 76.42%. It means in the third meeting the score of students' activities can fulfill the indicator of a good level in learning process. That happens because TPS can make students feel secure to study since they work within their pairs. TPS technique can help the students to maximize their own ability in learning.

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestion as follow:

1. English teachers are suggested to use TPS technique, especially in teaching summary writing to make the students more comfortable in learning and can improve students' ability. The teacher should be able to give some rules and control the learning process well. Then, the students will be more active in practice writing ability and enjoy their writing process through pair work.
2. The future researchers, who will conduct similar research, should consider the time allocation for the treatments. Due to limitation of time, the target material may not be explained fully when the class is not in a conducive condition.