

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion presented in the previous chapters, it can be concluded that the objectives of this research have been achieved. This study was conducted to identify the teaching strategy used by the English teacher in teaching announcement text and to describe how the strategy was implemented in the classroom.

The Think-Talk-Write (TTW) strategy as the main teaching strategy in teaching announcement text to the tenth-grade students. This strategy was implemented through three main stages: Think, Talk, and Write, supported by pre-teaching and post-teaching activities. During the learning process, students were encouraged to think independently, discuss their ideas collaboratively, and express their understanding through writing activities.

The implementation of the Think-Talk-Write (TTW) strategy facilitates students in the teaching and learning process. The strategy encouraged students to participate actively, improved their understanding of announcement texts, and helped them organize their ideas before writing. The teacher also acted as a facilitator by guiding discussions, providing feedback, and motivating students throughout the learning process.

Furthermore, the observation and interview data consistently showed that the Think-Talk-Write (TTW) strategy was appropriate for teaching announcement text because it created an interactive, collaborative, and student-centered learning environment. Therefore, it can be concluded that the Think-Talk-Write (TTW) strategy effectively supported the teaching of announcement text to the tenth-grade students at SMA Kristen Tarus and successfully answered the research questions of this study.

5.2 Suggestion

Based on the findings and conclusions of this study, the researcher would like to offer several suggestions for English teachers, students, and future researchers.

1. For English Teachers

English teachers are encouraged to continue implementing the Think-Talk-Write (TTW) strategy, particularly in teaching announcement texts and other writing materials. The findings of this study show that TTW helps students understand the learning material gradually through the stages of thinking, discussing, and writing. This strategy also encourages students to participate actively during classroom activities and supports the development of their critical thinking, communication, and writing skills.

Teachers are also encouraged to provide a variety of learning media and authentic examples of announcement texts to increase students' interest and motivation. Furthermore, teachers should monitor group discussions carefully to ensure that every student has the opportunity to participate actively. Additional

guidance and encouragement should be provided to students who are less confident so that all learners can benefit equally from the implementation of the TTW strategy.

2. For Students

Students are expected to participate actively in every stage of the Think-Talk-Write strategy. They should read the learning materials carefully during the Think stage, contribute ideas during the Talk stage, and express their understanding confidently during the Write stage. Active participation in each learning activity will help students improve not only their writing skills but also their critical thinking and communication abilities.

Students are also encouraged to practice writing announcement texts regularly outside the classroom. Continuous practice will help them become more familiar with the generic structure, language features, and communicative purpose of announcement texts. In addition, students should develop the habit of reading various functional texts to enrich their vocabulary and improve their overall English proficiency.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies involving different schools, educational levels, or English learning materials to obtain broader findings regarding the implementation of the Think-Talk-Write strategy. Researchers may also compare TTW with other cooperative learning strategies to

identify the strengths and limitations of each approach in improving students' writing ability.

Furthermore, future studies may employ different research methods, such as quantitative or mixed-method approaches, to examine the effectiveness of the Think-Talk-Write strategy from different perspectives. By involving more participants and diverse research settings, future researchers are expected to provide more comprehensive evidence regarding the contribution of the TTW strategy to English language teaching and learning.