

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The comparative study on students' mastery writing of procedure text using think pair share and team pair solo of the seventh grade in SMP N 33 Semarang had been conducted by the researcher, therefore it could be concluded that:

1. There was no significant differences on the students' achievement in writing procedure text using think pair share and team pair solo, because the result of significant was  $0.957 > 0.05$  it meant that it was not received by  $H_1$ . So, it could be concluded that it was not significant. In the other hand, the mean score of experimental class was 77.61% and the mean score of control class was 77.38%. There was an enhancement on students' writing procedure text in experimental class that used team pair solo. While, the students' writing of procedure text result in the control class that used think pair share also got enhancement. So, both of the experiment and control class had enhancement. Their writings became more structural than before the application of team pair solo or think pair share.
2. The students' responses between experiment class and control class that were taught using team pair solo and think pair share had a slightly differences. The students in experimental class and control class gave good responses related to the learning method that was used in their class.

It showed from the result of questionnaire in the experiment class, the result was 2.99 and it had good category. In control class the result was 3.25 and it had very good category. It could be concluded that the respons of students in control class was better than experiment class.

## 5.2 Suggestions

Based on the result of the research, suggestion that could be recommended by the researcher as follow:

1. The teacher is expected to use the team pair solo and think pair share as the alternative learning method. So, it could improve the activeness of the students and their responses.
2. The teacher should organize the time allocation in learning English when he or she uses team pair solo or think pair share, because time allocation is very important in teaching English using learning models. Time allocation is supporting the successful of teaching and learning process.
3. The teacher should give attention to every group of students in learning English when he or she teaches using team pair solo and think pair share, because every group of students must do their own task and never let the students ignore to the lesson.