

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study examined the effectiveness of Gamified Think-Pair-Share implemented through Colorful Plane Media in enhancing students' narrative writing skills at SMKN 1 Mojoanyar. The results indicated that the students' mean writing score rose from 59.62 in the pretest to 82.87 in the posttest, resulting in an average gain of 23.25 points. The paired-sample t-test revealed a statistically significant difference between the pretest and posttest scores ($p < .001$), accompanied by a large effect size (Cohen's $d = 2.99$).

Accordingly, Gamified Think-Pair-Share through Colorful Plane Media proved effective in enhancing the students' narrative writing skills in this study. Nevertheless, since the study employed a One-Group Pretest-Posttest Design without a control group, the findings should be understood as evidence of significant improvement within the group rather than conclusive proof that the treatment was more effective than other instructional approaches.

5.2 Suggestions

Based on the findings and limitations of this study, several suggestions are proposed for English teachers, students, schools, and future researchers.

For English teachers, it is recommended to apply the Think-Pair-Share strategy in a structured way that follows the stages of the writing process. The thinking stage can be used for individual planning, the pair stage for drafting and peer revision, and the sharing stage for presenting and receiving feedback on the final text. Teachers who want to use game-based media similar to the Colorful Plane Media are advised to make sure that the game element is directly connected to the writing task, for example by using it to distribute writing prompts or organize the discussion sequence, rather than treating it as a separate entertainment activity. Teachers are also encouraged to allocate enough time for each stage and to actively monitor students during the think and pair stages so that all learners, including those with lower initial writing ability, have equal opportunities to participate.

For students, it is suggested that they take an active role in every stage of the Think-Pair-Share process. The individual thinking stage should be used to plan ideas before writing, the pair stage to exchange feedback on grammar, vocabulary, and organization with a partner, and the sharing stage to compare their work with other groups. Students are also encouraged to view the game-based activity as a means of generating ideas rather than merely as entertainment.

For schools, especially vocational high schools with characteristics similar to SMKN 1 Mojoanyar, it is suggested that cooperative, game-supported writing activities be included in the English curriculum, considering that the Colorful Plane Media used in this study required only minimal materials and preparation. Schools may also support teachers through short training sessions on how to design simple and purposefully aligned game elements for writing instruction.

For future researchers, it is suggested that this study be replicated using a quasi-experimental or true experimental design with a control group so that the effect of the Think-Pair-Share strategy through the Colorful Plane Media can be separated more clearly from alternative explanations such as maturation and testing effects. A larger sample is also recommended to strengthen the generalizability of the findings, along with a longer intervention period that allows the durability of the writing gains to be examined over time. In addition, future studies are encouraged to score each rubric dimension separately, namely organization, content, grammar, vocabulary, and mechanics, so that the specific aspects of writing that benefit most from this combined strategy can be identified, and to test the same combination on text types other than the narrative texts examined in this study.