

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this research, this chapter is the last chapter dealing with the conclusion of the whole research result, which has been briefly discussed in the previous chapters. Besides, this last chapter elaborates some suggestions relating to teaching writing using collaborative writing method for the readers and other researchers. Further, the data and the discussions of the research have become the foundation to draw up this final chapter.

5.1 Conclusions

From beginning to the end, this paper had opened up a research of the effectiveness of using collaborative writing method to increase students' writing ability in SMPN 7 Bandung. Besides, this research was aimed at finding out students' perceptions towards the use of collaborative writing method in the writing class.

In this section, the conclusions present the overall descriptions of the research result gained through an experimental research and interpreted in the form of data analysis. The following explanation is a set of those conclusions.

- 1) There is significant difference between the group that used collaborative writing and the group that did not use this method.

From the research findings and data analysis, the writer found that collaborative writing method applied to the experimental group was generally more effective

than the conventional method applied to the control group in increasing students' writing ability. The facts showed that this result was proved statistically by the *Independent-Samples t Test* calculation in post-test scores, which gave evidence that the significant value did not exceed the 0.05 level of significance, and it means that the null hypothesis (H_0) was rejected. In addition, there was significant difference between the post-test means for experimental group and control group. Furthermore, based on the students' writing products, the students' writing ability of the experimental group significantly improved than that of the control group.

- 2) Students have positive perceptions towards the use of collaborative writing method in the writing class.

Based on the result analysis of the questionnaire, there were students' positive responses towards the use of collaborative writing in writing class. Further, the results of questionnaire are concluded in the following details.

- a. Collaborative writing method is helpful in teaching writing to the second grade students of SMPN 7 Bandung.

From the research, almost the entire students liked English writing lesson using collaborative writing method. In this case, these students agreed that collaborative writing was more helpful and enjoyable to them in improving their writing ability than the conventional method.

However, there were many students who still found difficulty when those students revised their friends' works by using collaborative writing method.

Therefore, it is also a task for teachers to help the students, and one way that can be applied is collaborative writing.

- b. Some advantages are found in learning writing, in which teacher applied collaborative writing method.

The writer can elaborate some advantages of collaborative writing method based on the research and inspired by the research of Hadriyansyah (2006). As a result, collaborative writing method motivates students to write more correctly, makes them realize their strengths and weaknesses in the writing context, improves their sensitivity and awareness toward writing, improves their English vocabulary in writing, influences on improving their reading skill, makes them enjoy in learning English writing, can be a mean to share knowledge for one student and other students, makes them accustomed to take and give comments and corrections from other peers, makes them more confident to write, and improves their critical thinking. Besides, the collaborative writing method makes the writing classroom's atmosphere more interesting and enjoyable. Further, for English teachers, collaborative writing method helps them correct and organize the students' writing products, especially by the help of portfolio assessment.

- c. Some significant factors contribute to the success of teaching writing that uses collaborative writing method.

The first significant factor is the internal factor, which is characterized by emotional involvement from the inside of the students themselves. This internal

factor involves the students' motivation to read and revise their friends' works and also theirs, students' knowledge and writing skills, many practices that the students have done in writing, and the students' physical condition.

Furthermore, the second factor is external factor, which involves good communication and interaction with other peers, enjoyable writing situations, good and correct comments and corrections from other peers, topics of discussion that the students like, and many practices in English conversation and speaking with other peers. Besides, teacher's factor and media used in teaching-learning process can influence on the teaching writing using collaborative writing.

5.2 Suggestions

During the process of conducting this research, the writer had tried to perform all the efforts to gain maximum result. The writer admits that this research is still far from being perfect, and it still requires some improvements. Therefore, the writer has some suggestions for the readers, English teachers, and other researchers who are deeply interested in learning writing using collaborative writing method.

1) For English Teachers

Since collaborative writing focuses on the writing process, it can be dry and boring for the students. Therefore, the teacher should be more attractive and creative in selecting the method and materials for the teaching-learning process. In this case, collaborative writing method is recommended for the teacher, for this method motivates students to participate more actively in writing class. Besides, collaborative writing method is better than the conventional method that is usually

applied by English teacher. Moreover, the teacher should also consider the internal and external factors because these factors can influence students' learning process and contribute to the success of teaching writing that uses collaborative writing method. Thus, the teacher should plan a well-organized time management and a well preparation before conducting the lesson in order to achieve the effective teaching and learning process.

2) For Other Researchers

Since this research was conducted in a relatively short time, for further research, the writer suggests that it would be better if the other researchers conduct a related research by allocating more plenty of time. Besides, since this research used a quasi-experimental design, which made this research lack in absolute data, the writer suggests that the other researchers should construct a true experimental design in order to avoid the problem in providing the data.