

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research investigated the used of cooperative learning method in improving students' writing ability. The main problems that have been investigated explored to what extent the cooperative learning method can improve students' writing ability and the students' response toward the usage of this method.

The population in this research was the second grade students of SMAN 1 Cianjur and the one of the second grades of science program was chosen as sample. The research design employed in this research was Classroom Action Research (CAR) which consisted of four main steps: planning, acting, observing and reflecting, conducted in three cycles.

Since the aim of this study was to find out to what extend the use of cooperative learning model improved student's ability in writing analytical exposition, therefore, the researcher needed the scoring system to analyze the writing students' score. This research used Analytical Scoring as technique to gather the data form students' writing test. In additional, there were other instruments to get the data outside the students score. They were observation sheet, students' journal, evaluation sheet, and interview.

The finding of the research showed that cooperative learning method could improve the students' writing ability, especially in analytical exposition text. It

was considered that in the last cycle, most of the students' writing scores achieved *KKM* which was used as indicator of students' success. Cooperative learning method could help students to write since they were able to ask their friends about their difficulties. In addition, the students also had motivation to do their best in their works because they competed with the other group.

After being analyzed, the result shows that cooperative learning method could improve the students' writing ability, especially in analytical exposition text. It can be seen from the mean in cycle 1 until cycle 3 was improved. It was 66.6 points to 71.3 points (4 points increased). The research finding also described the response of the students toward cooperative learning method. It showed that the students gave positive response since their stated that cooperative learning method helped them to produce a good writing.

Hopefully, the research gave some contribution to the improvement of the quality of teaching writing and for those interested in conducting further research writing.

## **5.2 Suggestion**

Finally after finishing this research, the writer should like to put forward some suggestion that may be useful for the further research, the suggestions are offered for the English teacher and the other researcher. Firstly, for the English teacher that cooperative learning method can be chosen as an effective method to create a favorable situation in the class and can also arouse the students' activeness. During teaching and learning process, the teacher should be good

model and a good motivator and also the allocation of time in teaching and learning process should be managed as efficient as possible.

Secondly, for the other researcher, the result of this research reveals that the use of cooperative learning method could improve the students' ability in writing. Therefore, the other researcher tried to conduct and uses this method in the other skill, such listening, reading, or speaking. In addition, this research is a kind of a classroom action research which needs a lot of time. So, it is better that researchers spend time for a classroom action research effectively.

