

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The conclusions section begins with a brief description of background, the formulation of problems, the main findings and the conclusion. The suggestions are intended for the improvement of future research, particularly in teaching writing for teachers.

5.1 Conclusions

This research was concerned with the implementation of two stay-two stray technique in independent construction stage to help eighth grade students' writing skills. The researcher was intended to investigate how two stay-two stray technique in independent construction stage in improving students' writing skills. This research also aims to discover students' responses toward the use of two stay-two stray technique in independent construction stage to improve students' writing skills.

The findings of this research show that the implementation of two stay-two stray technique in independent construction stage considered as an appropriate and effective model in teaching writing, especially in descriptive text. The argument was supported by the data gained from the classroom observation, students' work and interview. Based on data of students' work, it shows the betterment in students' text after the implementation of two stay-two stray technique compared with students' text before the implementation of two stay-two stray technique. It can be seen from the improvement of writing aspects which are content, organization, vocabulary, and mechanics. The summary of students' improvement is stated as follows.

Before the implementation of two stay-two stray technique, students were likely to find difficulties in starting their writing because they do not know what information to be written and the vocabularies to be used. In addition, using two stay-two stray technique provides students to share the ideas and get the information related to the topic from their friends. Since this technique provides the students to share information with their friends, they found it easier to understand the

information told by their friends. In addition, this technique also provides students to get the information from different groups. So, the students could write the text with the right content based on the topic. The students also could write the text longer than previous text because they have much information from their friends. Moreover, the activity of sharing information also provides the students to elaborate vocabularies related to the topic. The students could find the vocabularies related to the topic from the information that they get.

Two stay-two stray technique also provides the discussion session. The process of discussion and ask each other that provided in this technique help students clarify the information related to the topic and help each other on how to write the text. After the implementation of two stay-two stray technique, the students did not misunderstand anymore how to begin writing descriptive text. Additionally, the students also unified the paragraphs properly. It is because the process of discussion that helps the students to ask each other on how to write the text. In addition, the guidance and the explanation from the teacher which is also the part of the implementation of this study helps students to understand how to write the descriptive text properly.

Besides the improvement of the students' writing skills, the students' behavior and responses toward using two stay-two stray in independent construction stage to improve students' writing skills was also investigated in this study. In order to investigate the students' behavior, the classroom observation were distributed. Based on the data from classroom observation, students were involved with the activities and showed behavior related to the aspect of cooperative learning. The behavior of students in the activity of two stay-two stray technique affects the results of using two stay-two stray technique which make students got the information that they need to be written in their text. In addition, the result of classroom observation shows that the students also got involved into materials given by the teacher

Furthermore, in order to investigate the students' responses, the interview was distributed. The result shows that students were likely show positive responses toward the implementation of two stay-two stray technique. It is because this technique considered as a new technique that the students get to help

them write well. Based on the result of interview, students affirmed that their writing skills improve after the implementation of two stay-two stray technique. This technique provides them to share the ideas and information related to the topic with their friends. It also helps them write the text because they can elaborate the information that they have got. Moreover, this technique also requires students to make verbal interactions with their friends and help each other. It helps them to be motivated in the learning process. The results were relevant with the students' work which revealed improvement in writing descriptive text. It is shown that nearly all of students found using two stay-two stray technique useful for their writing skills improving.

5.2 Suggestions

In relation to the findings, discussion and the conclusion of the study, the researcher intends to offer some suggestions for those who will conduct the similar field of research in the future.

For English teacher, the implementation of two stay-two stray technique in independent construction stage is recommended to be applied in teaching writing. It offers a good innovation to the English teacher, especially in teaching writing skill. From the finding of this research, two stay-two stray technique considered as an appropriate and effective model to make students understand about the text that they are going to write and explore the information together with their friends. So, they have experience to share ideas and information before they write the text.

For further researchers, there are several suggestions in implementing the same study. First, it is suggested to the further researchers to conduct this technique in higher grader students. This is suggested to avoid students' speaking difficulties in sharing the information. So, the information will be told clearly in the time that has been planned. Second, the further researcher is suggested to implement two stay-two stray technique in another genre-based approach, for example in joint construction stage. Third, the further researchers should try another text types in conducting this research. The researcher suggests applying this technique in writing recount text. The last, since the researcher only observed the implementation of two stay-two stray technique in independent construction

stage in four meetings, hopefully further researcher will conduct the research for the longer period of time to get better result of the study. Moreover, the process to conduct this research is far from perfect. There are some suggestions to make the two stay-two stray technique implemented well. First, it is important to make sure that the students understand with the instructions given by teacher. It can be done by asking students to repeat the instruction to make sure they understand with the instruction. Then, it is suggested to make the classroom situation more conducive by asking each group take turn to share the information to make students hear the information clearly.