

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was concerned with the effectiveness of STAD technique in teaching writing narrative texts to eleventh-graders. The purpose of this study was to investigate whether or not this technique is effective in teaching writing narrative text. Furthermore, this study also aimed to discover students' responses toward the technique.

The research found that STAD technique was effective in teaching writing skill. Additionally, the technique was found to be potential to provide better. This was proven by the analysis of the students' texts and several responses from the students toward the technique. First, STAD technique could help the student academically. One of main concepts of STAD was team. Here, the students shared their knowledge about narrative text and also gave some feedback about the members' writing. This could help the students to understand the material well and in the end the students could write a good narrative text. Second, STAD technique motivated the students to improve their writing skill. This could be seen by the students' responses that they said they were motivated to have a good score in every quiz. The team also motivated the students to do their best because each member's score participate in recognition team stage. So, each member motivated him/herself to do him/her best in order not to disappoint him/her team members. Third is STAD technique helped students' social life. Based on the findings, the students felt that they become closer to their classmates, especially their team members. In addition, they also said that they learnt to appreciate or respect others' opinion through this technique. Working in a group asked them to participate more in the team, moreover, in STAD technique, each group consists of heterogeneous members which can help them to socialize with each member of the team well.

The other research findings identified a problem that may hamper the benefits of STAD technique if they were not prevented. The problem disturbed the students much. The problem was there were some students who did not want to participate in the team. However, these problems may be prevented as teachers can create better instructional design.

5.2 Suggestions

There are some suggestions that can be recommended for the follow-up study. For any English teacher, it is suggested to apply the Student Teams Achievement Divisions (STAD) technique to help students improve their writing ability in writing Narrative texts, as well as other genres such as Descriptive, Procedural, Recount or News item.

In order to tackle the effects of the problems that may occur, several suggestions are presented in this study related to the instructional design implemented: the group needs to be shuffled in order to avoid a boring classroom atmosphere. Furthermore, more clear guidance from teachers is needed to be given so that all of the members can participate in the team and prevent a noisy class. Second, the teacher needs more variety activity so that the students will not get bored, for example the teacher can use games. The last, the teacher needs to use the time wisely since usually each subject with the STAD technique takes long time to learn.