

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides research conclusions and suggestions. The conclusions are drawn from the interpretation of the findings of research, meanwhile suggestions are addressed to English teachers and future researchers who are interested in conducting research in the same field.

5.1 Conclusion

This research paper reports the results of the research that concerns with the use of cooperative learning in improving students' skill in writing recount text. It focuses on teaching writing recount text to the tenth grade of a senior high school students in Bandung. The purpose is to discover whether the use of cooperative learning increases students' writing skill. It can be seen from their writing scores and their responses after receiving this method.

The results of the research suggest that students' writing skill is enhanced after receiving treatments using cooperative learning. It is seen from the statistical computation in which the result of the independent *t*-test calculation in posttest scores in both groups shows that the significance value is lower than level of significance ($0.000 < 0.05$). It indicates that there is a significant difference between experimental and control groups. Moreover, the paired *t*-test calculation also shows the same result as the independent *t*-test ($0.000 < 0.05$) which there is a significant difference between pretest and posttest scores in experimental group

after the treatment. Furthermore, the normalized average gain value of the experimental group is higher than the value of the control group. To sum up, the use of cooperative learning is effective in improving students' writing skill.

In addition, the results of questionnaire suggest that the students give positive responses on cooperative learning in which it has positive effect on students' learning, such as improving their writing skill and social skill.

Last, it is concluded that cooperative learning improves students' writing skill and can be implemented as an alternative method in teaching writing, particularly recount text to the tenth grade of senior high school students.

5.2 Suggestions

Suggestions are directed to English teachers and future researchers. English teachers can use cooperative learning as an alternative method in teaching English, writing skill in particular. It is because cooperative learning gives students opportunities to involve in teaching-learning process actively. Every student has time to brainstorm ideas, discuss and solve problems, and practise what they have learned with their group mates. Additionally, English teachers are also suggested to apply this method in teaching writing other kinds of text genre.

Future researchers are suggested to conduct the research on the use of cooperative learning in teaching other language skills or in teaching different levels. In addition, researchers are also suggested to conduct the longer research to get more detailed results.