

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter narrates the research conclusion and suggestions in detail as the result of the research study. This chapter consists of two sections namely conclusion and suggestions.

5.1 Conclusions

This study is aimed at finding out the implementation of Students Teams Achievement Division (STAD) technique in teaching students' writing descriptive text by comparing the achievements between the group in which STAD technique was applied and the one where whole class lecturing method was applied. Thus, this study is also focused on students' perception toward the implementation of STAD technique by examining students' opinions about the implementation of this technique.

After examining the results of pretest and posttest, it can be concluded that Students Teams Achievement Division (STAD) technique was proved to be effective in improving students' writing performance. Based on the result of *t*-test, the mean of experimental group is higher than that of the control group. The scores of posttest in experimental group have significantly improved ($t_{obt} 6.171 > t_{crit} 2.000$). It means that there is a significant difference in the achievement between the experimental group and the control group.

Moreover, in concerning with implementation of STAD technique in teaching writing descriptive text, students' perceptions in experimental class are

as follows: (1) encouraged the students to discuss (2) and share students' opinion, (3) improved students' writing skill in descriptive text particularly (4) enhanced social skill to build better relationship among group mates.

5.2 Suggestions

There are some suggestions that can be recommended for the follow-up studies. The suggestions are in regard with practical development, professional development and theoretical development.

Dealing with practical development, by implementing STAD technique, it is suggested that teachers in Junior High School implement STAD technique in teaching various text types, such as recount, narrative and report. Furthermore, concerning professional development, the teachers are recommended to have certain competencies. The teachers should be able to design and present the materials to the students. They need to be very well-organized and well-prepared in facing teaching learning process in classroom by studying the handbook and get all the materials in advance, because it can determine the success of the teaching-learning process. So, the students will be more interested and easier in comprehending the materials. They also have to consider time management when using this technique.

The last suggestion deals with theoretical development. The use of STAD technique in teaching writing descriptive text can be a forward step to the next study. If the other researchers have much time, it would be better if they conduct

true experimental in order to get more an accurate result. Besides, pretest and posttest, teacher observation as an instrument which record teaching-learning process during the treatment can be involved to enrich findings of the follow-up study. Moreover, upcoming researchers are also expected to apply a creative technique through other cooperative learning techniques, such as Team-Game-Tournament (TGT), Team-Assisted Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC), and Group Investigation.

