

## CHAPTER V

### CONCLUSION AND SUGGESTION

The conclusion of the research and suggestions for further research were presented in this chapter. The conclusion of the research were aimed to give concluding remarks on the research which investigate about the effectiveness of using collaborative writing in improving students' writing skill in descriptive text at the eighth grade students of junior high school. Then suggestions for further research in the related topic were presented after.

#### 5.1 Conclusion

This research was conducted by using true-experimental design which is aimed to find out whether collaborative writing method is effective to improve students' writing skill in descriptive text achievement. Moreover, the research findings which were at the eighth grade of junior high school students in MTs. Mathalibul Huda Mlonggo and gave treatment toward students in the experimental group showed that the means 85,35 which were significantly improving. It means that the experimental class was significantly improving in the terms of their achievement after getting treatment. Therefore, the research question "How effective is the use collaborative writing method to improve students' writing skill in descriptive text for the eighth grade students of MTs. Mathalibul Huda was answered. Based on the statistical

calculation at the previous chapter, there is a significant difference between teaching writing skill in descriptive text by using collaborative writing method and without using collaborative writing method 1. The result shows that the value of *t-test* (2.94) is higher than *t*table (1.676) at the significance level 5%, it means that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Hence, it can be concluded that collaborative writing is effective to improve students' writing skill in descriptive text at the eighth grade students of senior high school. Then, after applying Collaborative Writing Method in teaching writing descriptive text, students become active than usual. They can explore their skill collaboratively. Besides that, the teacher can interact with students directly in little discussion. In short, Collaborative Writing Method is one of applicable teaching strategies that can be applied in teaching writing.

## 5.2 Suggestions

After concluding the research above, the researcher proposes some suggestion based on the findings of the research experiment.

Here are the suggestions:

- a. For teachers, due to the obstacles that usually faced by teachers in the classroom, teachers are sued to have some kinds of teaching learning strategies which are interesting and appropriate to the learning material.
- b. For students, they should change their mindset of writing activity

that is a boring activity becomes an interesting activity because from writing they can create the creation. Thus, students can explore their skill in writing and become more active when learning writing in classroom.

- c. For other researchers, the researcher conducted this research only in few weeks, so only small scale of the research was carried out. Therefore, in order to achieve more representative data, further research in long terms schedule and in big scale with comfortable place and sufficient place should be done. Then, when the novelty of what students are doing really drives their ambition and their opinions, so researchers should enable to look beyond the initial excitement of emerging a new model in teaching and learning.

The suggestions above are given based on the research which was done by the researcher. The researcher hopes the suggestion can give positive contribution for improving teaching and learning process in MTs Mathalibul Huda Mlonggo besides for other researchers and actually for the researcher own self.