

## **Chapter V**

### **Conclusions and Suggestions**

#### **Conclusions**

Based on the analysis of this research about the application of collaborative learning approach to increase students' writing skill, the researcher would like to give conclusions of this research:

First, by using collaborative learning, students were supposed to learn in group. By learning in group, the students would be able to understand more about what was being taught to them and it helped them to produce a skill of writing. In addition, the students would be more active and had more interest to follow the learning process. They could think critically through a discussion with their friends in the group.

Second, students' pre test scores in writing were very low. This was caused by students' lack of knowledge of the rule of past tense, regular verb, and irregular verb. In addition, the students did not know about the generic structure of recount text, so they often made mistake while writing their experience.

Third, the students had a significant improvement after getting the treatment using collaborative learning approach. This could be proven by seeing students' result of post test which were better than their result of pre test.

Fourth, the increasing of students' writing skill could be seen from the result of students' score in pre test and post test. The total score of pre test was 640 and

the total score of post test was 1710. Based on the result, students' score were increasing about 67%. It means that collaborative learning can increase students' writing skill.

The last was the hypothesis of this research about the application of collaborative learning approach to increase students' writing skill. With result of  $t_{count} \geq t_{list}$  or  $26.03 \geq 18.5$ , it means that the hypothesis was accepted and collaborative learning could be used in teaching process to increase students' writing skill.

### **Suggestions**

To increase students' writing skill by using collaborative learning, this research leads to below important of recommendations:

First, the researcher recommends the teacher to use collaborative learning to teach writing because collaborative learning can increase students' interest to follow the learning process, and be more active in the learning activity. The students also will think critically through a discussion with their friends in the group.

Second, it is important for the students to memorize and understand the pattern of past tense or the pattern of when to write something that required past tense. Like to write a recount text, it is required to know the pattern of past tense.

## References

- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik (14<sup>th</sup> ed.)*. Jakarta: Rineka Cipta.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2). 153-160. Retrieved from <http://203.72.145.166/ELT/files/54-2-6.pdf>
- Berge, O. (1997). *Collaborative Learning*. Retrieved from <http://folk.uio.no/olaberg/thesis/node11.html>
- Bower, M., & Debbie Richards. (2006). *Collaborative Learning: Some Possibilities and Limitations for Students and Teachers*. Australia: Macquarie University. Retrieved from [http://www.ascilite.org.au/conferences/sydney06/proceeding/pdf\\_papers/p150.pdf](http://www.ascilite.org.au/conferences/sydney06/proceeding/pdf_papers/p150.pdf)
- Bryman, A. (1984). The Debate about quantitative and qualitative research: a question of method or epistemology? *The British Journal of Sociology*, 35(1). Retrieved from <http://links.jstor.org/sici?sici=0007-1315%28198403%2935%3A1%3C75%3ATDAQAQ%3E2.0.CO%3B2-U>
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. London: RoutledgeFalmer.
- Concept of Experimental Design. (2005). *Concept of Experimental Design*. Retrieved from <http://support.sas.com/resources/papers/sixsigma1.pdf>
- Cooperative Learning Strategies. (n.d.). *Cooperative Learning Strategies*. Retrieved from [http://www.ode.state.or.us/opportunities/grants/nclb/title\\_iii/5cooperative-learning-strategies.pdf](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/5cooperative-learning-strategies.pdf)
- Daniar, S. (2015). *Improving Reading Comprehension Through the Use of Round Robin Technique for the Tenth Grade of SMK Farmasi "Indonesia" Yogyakarta in Academic Year of 2014/2015*. Yogyakarta: Yogyakarta State University.
- Dooly, M. (2008). *Constructing Knowledge Together. Tele-collaborative Language Learning: A Guidebook to Moderating Intercultural Collaboration Online*. Bern: Peter Lang.
- Durke, P. (2014). *Assessment of Collaborative Learning Techniques in Supplemental Instruction Session*. Iowa State University. Retrieved from <http://www.dso.iastate.edu/asc/supplemental/2014springCollaborativeLearning.pdf>

- Emzir. (2008). *Metodologi Penelitian Pendidikan: Kuantitatif & Kualitatif*. Jakarta: RajaGrafindo Persada.
- Gerlach, J. M. (1994). "Is this collaboration?" In Bosworth, K. and Hamilton, S. J. (Eds.), *Collaborative Learning: Underlying Processes and Effective Techniques*, New Directions for Teaching and Learning No. 59.
- Gokhale, A. A. (1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education* 7(1).
- Husain, S. W. J. (2015). *Improving Students' Writing Skill by Using Guiding Question Technique*. Gorontalo: Universitas Negeri Gorontalo.
- Lannon, J.M. (1989). *The Writing Process: A Concise Rhetoric*. Glenview: Scott, Foresman and Co.
- Meer, S. H. (2011). *Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative*. Retrieved from <http://hunbbel-meer.hubpages.com/hub/Four-Types-of-Writing>
- Paris, C. (2014). *Lecture Method: Pros, Cons, and Teaching Alternative*. Retrieved on May 14<sup>th</sup>, 2015 from <https://blog.udemy.com/lecture-method/>
- Primary Framework for Literacy and Mathematics. (2006). *Progression in Recount Text*. Retrieved from <http://www.wiltshire.gov.uk/progression-in-recount-texts.pdf>
- PrimeGram. (2003). *Text Types: Different Types of Recounts*. Retrieved June 16, 2016 from <http://www.fe.hk/telec/pgram/1-tt/a02-001.htm>
- Rosyadi, A. (2008). *Learning Material Junior High School Grade VII*.
- Sharif, E. (2004). *Ketrampilan Menulis*. Jakarta: Depdiknas.
- Shields, L., & Twycross. (2003). The difference between qualitative and quantitative research. *Paediatric Nursing*, 15(9). Retrieved from [http://www.rcn.org.uk/data/assets/pdf\\_file/0016/9214/Quantitative\\_qualitative.pdf](http://www.rcn.org.uk/data/assets/pdf_file/0016/9214/Quantitative_qualitative.pdf)
- Sugiyono, S. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Surati, S. (2015). *Using Round Robin Brainstorming to Improve Students' Writing Ability in Reading Narrative Text*. Salatiga: State Institute for Islamic Studies.
- Tompkins, G. E., & Hoskisson, K. (1995). *Language Arts: Content and teaching strategies*. Englewood, NJ: Merrill/Prentice Hall.