

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion based on the result of the research.

A. CONCLUSION

After conducting the research of teaching writing using cooperative learning namely two stay two stray technique and discovery learning, the researcher can conclude based on the discussion in the previous chapter as follow:

1. Based on the result of statistical data the data in experimental class showed the mean score pretest was 5.16 it changed in post-test after given a treatment was 7.39, The data in control class showed the mean score pre-test was 4.69 it changed in post-test was 7.01. The normality test of pretest and posttest was normal distribution. The result of independent sample test of pretest was 0.659. It means that H_0 (H-null) was accepted there is not significant different before the researcher gave treatment to students who were taught by using Cooperative learning and students who were taught by using Discovery learning. Meanwhile the result of independent sample test of posttest was 0.036. It means that H_0 (H-null) was rejected there was a significant different after the researcher gave treatment to students who were taught by using Cooperative approach and students who

were taught by using Discovery learning. The mean of N-gain of Experimental class was 0.99, while the mean of N-gain of control class was 0.74. So, the both class experiment and control class was categorized as high. But the score of experimental class is higher than control class because the mean of N-gain is 0.99 while the score of control class is 0.74. It can be concluded that there was significance effect of using Two-Stay Two-Stray Technique in teaching recount text.

2. The implementation of experimental group using cooperative namely two stay two stray technique, the step in two stay two stray was grouping, Stay and Stray, sharing, Report and Discusses. The implementation in control group used discovery learning. Discovery learning has six steps, there are: stimulation, problem statement, data collecting, data processing, verification, and generalization. Both of control and experimental class increase their writing ability on the third meeting because they already understood all the material.
3. The students in both of class had difficulties in writing recount text. There are lack of grammar and vocab. Because, they still got difficulties to differentiate the tenses, changing verb1 into verb2 and most of students also used the same vocabularies on their text.

B. SUGGESTION

Based on the research finding, the researcher proposes some suggestions as follows:

1. For The Teacher

Teachers are suggested to be more creative in the classroom and explain the lesson clearly. Two stay two stray can be use as one of method in teaching speaking. This method can make the students improving their writing ability.

2. For The Students

Students are suggested to be more active in learning process. They can use two stay two stray technique to sharing with their group. It will reduce the bored when the students learning writing.

3. For the Institution

The institution should facilitate the teaching learning process to make the learning effective. The institution also need to motivated the students to study English. The motivation can be their basic to study more about English.

4. For Other Researchers

After knowing that two stay two stray is able to improve students writing ability, the researcher hopes the result of this research can be used as a reference for other researcher in explore similar conduct.