

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer provides the conclusions and the suggestions of the research. Hopefully, the conclusions and suggestions are able to make an important contribution.

A. Conclusions

The conclusions of this research are showed to answer the research questions of this research. The research questions and conclusions are presented as follows:

- 1) Is there any significant difference between using cooperative learning and scientific approach in teaching writing recount text?

Based on the results of the research, the writer concluded that there was a significant difference between students who were taught by using cooperative learning and those who were taught by using scientific approach in teaching writing recount text. To answer the research question above, the writer analyzed the data by using SPSS version 22 for windows software. The first computation, the writer tested the pretest and posttest test that was given by inter-rater 1, inter-rater 2, and inter-rater 3. The result showed based on the result of descriptive statistic, the mean score of experimental class which the students were taught by using cooperative learning got the bigger score than control class which the students were taught by using scientific approach in writing recount text.

The other computation showed that the pretest score both in control class and experimental class were normality distributed because the Sig. of experimental class was 0.097 and control class was 0.055. It means that the score was bigger than normality index 0.05. The homogeneity of variance was homogeneous, it showed that Based on Mean the Sig. was 0.565. It was bigger than the degree of significance 0.05. In order to compare two means of the pretest, the writer used independent sample T-test which showed that the Sig. = 0.897. It was bigger than index 0.05. It means that H_0 (H-null) hypothesis was accepted and H_A (H-Alternative) hypothesis was rejected and. In other words, there was no a significant difference between students who were taught by using cooperative learning and those who were taught by using scientific approach in writing recount text.

Based on the computation of posttest score both in control and experimental class showed that the scores were normality distributed because the Sig. of experimental class was 0.200 and control class was 0.200. It was bigger than normality index 0.05. The homogeneity of variance was homogeneous, it showed that Based on Mean the Sig. was 0.366. It was bigger than the degree of significance 0.05. In order to compare two means of the posttest, the writer used independent sample T-test which showed that the Sig. = 0.000. It was lower than index 0.05. It means that H_A (H-Alternative) hypothesis was accepted and H_0 (H-null) hypothesis was rejected. In other words, there was a significant difference between students who were taught by

using cooperative learning and those who were taught by using scientific approach in writing recount text.

- 2) How is the implementation of using cooperative learning and scientific approach in teaching writing recount text?

Based on the observation result of experimental class which the students were taught by using cooperative learning in writing recount text obtained that the students were cooperative well in the group; they could answer the questions, sorted the pictures into a good chronological, and wrote the recount text based on the pictures. Besides of that, the students were cooperative in delivered the result and understood the material related to the recount text. Meanwhile the observation result of control class which the students were taught by using scientific approach in writing recount text showed that there were a few students were understood and most of them felt anxiety because they could not explained the result of their writing, hard to understand the material such as difficult to write the appropriate recount text based of the components of recount text, difficult to write the recount text such as hard to make simple past tense in their writing and the students were difficult to find out the patterns of the interrelationship of the information in order to make a conclusion from the patterns.

- 3) What are the students' difficulties faced in writing recount text?

In the interview results from the experimental class who were taught by using cooperative learning and control class who were taught by using scientific approach, it showed that the students' difficulties in writing recount

text when the students determined the vocabulary, the used of grammar in their writing, the structure of writing, and the difference between the two languages.

B. Suggestions

After making the conclusion of the research, some suggestions for the students, the English teacher, and the next researchers on this subject could be proposed. The suggestions of this research are directed to:

1. The Students

The students should manage themselves to always have positive attitudes towards English. Learning English is highly depended on the motivation of the students. Without having high motivation in learning it, it would impossible to master it properly. It is important for them to always practice writing so that they could improve their skills. In addition, they should always actively participate in the process of teaching and learning and do the tasks given by the teacher. They also should manage themselves to work in pairs, in groups, or individually.

2. The English Teachers

The teachers should be able to choose appropriate techniques which improve the students' motivation in teaching and learning process. The teachers should more creative in teaching English and do not make the students afraid and anxiety in the classroom. It is better if the teachers use the interesting approach and method to support it. One of the interesting

approach and method to teach writing is cooperative learning and picture and picture.

3. The Future Researchers

This research would inform to the future researchers in investigating more on this topic. The use of cooperative learning and scientific approach in teaching writing is an interesting topic to discuss or to know both differences. Cooperative learning type picture and picture is one of the main and appropriate approaches in learning English to overcome the saturation and make the students can be active and interest to learn English in the classroom. It is expected that the result of the research can be used as an additional reference for other researchers and it would be better if the research is conducted in a longer period. Finally, the writer realizes that this paper is far from being perfect. Constructive suggestion criticisms from the researchers are warmly welcome.