CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the analysis conducted some conclusion can be drawn. First, the results of t-test quasi-experimental method with two group pre-test and post-test design showed that the hypothesis (H1) was accepted. That means there was a difference between the collaborative and individual writing of second graders. It is proven that collaborative writing gets better results than individual writing. Second, collaborative writing gives a chance for students to help the students in thinking new idea, communicating more with others, and expressing what the students were thinking. Beside the improvement of the writing score, collaborative writing technique also can change the class atmosphere. The class became very active and fun because the students had to express their idea to their friends in group. Third, collaborative writing is a bridge for the students to collaborate and contribute among themselves. In conclusion, the writer suggests that collaborative writing technique be applied to teach writing.

5.2 Suggestions

Based on the result of the study, the writer encouraged herself to give suggestions to the two parties, namely: teaching and further study.

For teaching writing in class, it is suggested that collaborative writing method because it can improve students' ability in writing. Teachers can apply collaborative writing method and arrange such an enjoyable atmosphere in class by choosing topic that are related to the students.

For further study, it is suggested that a similar study is not only conducted toward students of junior high schools, but also students of elementary schools, high schools, and also universities. Individual tests in collaborative writing class is recommended to convince the result. The writer also suggests giving more treatments and using inter-rater reliability to score the writing test, so the score will be more objective.

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