

## CHAPTER V

### CONCLUSIONS

In this chapter, the researcher divide to assume the research based on the information collected. On this part, the researcher presents the conclusion of the research finding related to research problems.

#### A. Conclusion

This study was an action research. The actions were implemented in the English class at SMK N 1 Kendari. It was carried out from February up to April 2019. The meetings were once a week. This research involved the eleventh grade students. In reference to the data analysis of this research, the use of collaborative and individual learning method that aimed to investigate the impact to writing comprehends. For the effective data analysis quantitative data often spiked to facilitate the accurate assessment process.

In terms of the qualitative data, this research showed that collaborative learning method could not give strong impact to students' learning writing. The students were more motivated because writing in groups was easier to be done, less boring, and quite fun. Most of them agree that collaborative work help them to do their task because they able to discuss and work together so it really helpful one. They were enjoy while doing the task because they able to sharing and ask each other about something that they maybe did not know. In step, the students felt free when they learned in group. It actually kontras with their study result, achievements. Therefore, collaborative learning method show the lower result than individually learning.

Nevertheless, based on the results achieved in this study it can be concluded that the learning model has little impact on student learning outcomes. For instance, the comprehend improvement does not apply to grammar skills which still shows static data in both learning models. But at last, group work or collaborative work brings some good influences to students writing process. For instance, it can confirm their learning motivation and desire to learning. Generally, the participants in XI grade on majoring in accounting class prefer to do their writing task collaboratively than individually. It was proven by looking at student comparisons between individuals and collaborative work, which showed collaborative lead with students average score of seventy points whereas individually is only in sixty one points.

## **B. Pedagogical Implication**

The study of the relationship between learner perception and achievement could offer explanatory accounts and consequently yield more useful pedagogical implications. In this part, the researcher will showed pedagogical implication of the research as the reflection done by the researcher on the research findings during the research as follows:

### **1. Students' Individual work in writing task**

Base on the data calculation, only minorities of sample participants agree to work individually. Then, their writing comprehension also did not indicate the better result than when they do it collaboratively. This research indicates that individual work is not particularly recommended for EFL students to develop their writing skills. As regard that EFL students still lack with several language

aspects that can be solve when the society learning involved on their learning environment. It may appropriate for some students but not for other as regard just minorities students argue as a result

## **2. Collaborative work in writing activity result**

Base on the data calculation, the majority of sample participants agree to work collaboratively. Then, their writing comprehension also was indicating the better result than when they do it individually. This research indicated that individual. The research believed that writing in groups or in peer can also be really motivated for students and evidently, it works quite well with other approaches such as process and genre-based. In addition, as a result of group or peer work it almost increases students' confidence after peer discussion that lead to increasing conceptual understanding and train students' responsibility for their own learning.

## **3. Students' perception on collaborative activities activity and individual writing activity**

Regarding the reflection analyses founding finally it could be said that all students generally liked collaboration both in small groups and only in pairs. The use of collaborative learning could improve the students' to dive in writing activity. Students found it more helpful in doing assignments when accomplish the task together in other word collaboratively. With collaboration, given tasks can be completed on time and it did not take much time in working on assignments

Additionally, the results revealed that pay attention to individual differences and learning characteristics of learners by teachers and others of instructional team had an important role in improving quality of learning and increase academic achievement of students. Considering and recognizing the students' desire or students' perception, teachers can easily discuss learning designs that are suitable for students. By creating the appropriate class that would be loved by students automatically was able to hold the students engagement.

### **C. Recommendation**

After conducted this research, the researcher would like to propose the following suggestions for not only English teachers, but also students and other researchers.

For English teachers recommendation believes that individual learning had proven to be effective in improving the students' writing skills. Whereas, collaborative work also favored that could boost their motivation to write and make the writing activity more fun. Therefore, English teachers are recommended to use collaborative discussion in writing but with individual work method.

Then, for students the researcher believe that through collaborative learning, students were able to not only work together intently with their friends in such a relaxed atmosphere but also improve their writing skills. For the reason, the collaborative is highly recommended that the students continue to use this learning method in writing. Then, by doing their work individually the writing process made them think more creative and hone students' writing skills.

Next, for other researchers This study described how both method influences in students' writing skills. There were many other problems in writing

that were more complex, waiting to be solved. The researcher admittedly had limited time and ability to solve all the problems. To solve those, the other researchers can conduct further studies in this area. This study hopefully can be used as one of the references before they conduct any research related to students' writing skills.

#### **D. Limitation**

Moreover, this research still has several limitations including: the time allocation of research subjects interpreted is quite short that was only in two meetings. So the results of observations produced were not optimal. Others, the score obtained when working on texts both individual and collaborative is only based on the student's final grade, not during the process.

