

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter provides conclusions and suggestions from result of the research. The conclusion is summary of the implementation of Collaborative Writing strategy on students' writing achievement. The suggestion given is expected to give both theoretical and practical contribution for a better implementation of Collaborative Writing strategy for the English teachers and further research dealing with students' different across personality styles.

#### **A. Conclusion**

Based on the result of data analysis that was presented in previous chapter, this research inferred three conclusions drawn on the basis of result. The first conclusions is that there was significant difference in the writing achievement between students taught using Collaborative Writing and those taught using conventional teaching strategy. The students taught using Collaborative Writing strategy had better writing achievement than those using the conventional teaching strategy. Collaborative Writing strategy can affect the ability of eleventh grade students at SMK Al-Khoiriyah in writing achievement. This effectiveness is indicated by increasing of the students score in writing achievement after implementing the Collaborative Writing strategy compared to the result of student taught using conventional strategy.

The second conclusion is that there was significant difference between student with extrovert and introvert personality style in writing achievement. Students with extrovert personality is more better than introvert personality.

Introvert students can be categorized as closed-minded students. It means that they prefer working independently instead of staying in a group. Meanwhile, extrovert students have open-minded characteristics. They are actively involved with a group of people because they tend to be talkative in their daily life.

The subsequent conclusion is that there was no interaction between teaching strategy and personality styles to students' writing achievement at the eleventh grade students at SMK Al-Khoiriyah.

## **B. Suggestion**

This study gives practical contribution for the institution (SMK Al-Khoiriyah Tulungagung), teachers and others researcher. The finding of this research can be consideration for the institution to establish policy on using Collaborative Writing strategy in teaching writing achievement since Collaborative Writing strategy is an effective way to increase the students' writing achievement. Furthermore, the English teachers may use Collaborative Writing strategy in their writing achievement teaching learning process, and also the students' personality style that can make the students are motivated to learn.

### **1. For the Teacher**

Teacher of English at SMK Al-Khoiriyah Tulungagung be able to select the teaching strategy especially in teaching writing, and it was suggested that the teacher of English use Collaborative Writing strategy that is appropriate to the level of the students to make the students are interested and motivated and do not get bored in learning reading. The researcher also hoped that the teachers of English can teach writing by using Collaborative Writing strategy and know the students' personality styles, because it can make easier to teach them. The

appropriate personality style and strategy make the students motivated and confident . Furthermore, the English teachers may use Collaborative Writing strategy in their writing achievement teaching learning process. As an education system, teacher and students are familiar with the Collaborative Writing strategy.

2. For the future researcher

For the future researcher, who are interested in teaching writing for the students who have different personality styles, they can apply the strategy as it has been proved that strategy is effective for students with different personality styles. The researcher suggests having different research design, with a greater number and different level of the students are still need to be carried out.