

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion. The conclusions are drawn from the result and discussion in the chapter IV. The suggestions are propose to English teacher, students in junior high school, the researcher and the education stake holder in common.

A. Conclusion

Based on the result from finding had been done in the two cycles. The implementation Cooperative Learning type Team Assisted Individualization (TAI) strategy in writing recount text showed that the use of Team Assisted Individualization (TAI) strategy is one of innovative teaching strategy can improving the students' achievement in writing recount text.

During the implementation of Team Assisted individualization strategy to improve the students' achievement in writing recount text has been applied through action research they are: the improvement of learning topic, the researcher chooses interesting topic in writing recount text such as unforgettable experience and diary. There are related with their daily activities but the story was funny or never forget for them. Motivate students to cooperate in group and confidence to make by themselves their story. Motivate the passive students to be more active during learning process. This related with the students writing ability to pay attention during teaching learning, to understand the material and to speak

up their mind or idea in order make their recount text. This related to student awareness to help each other if their friends do not understand yet. This also related the students' knowing in vocabulary and understanding the idea. Students writing ability not only in the text, but writing ability will be developed in association with speaking activities and listening. There are eight step in applying Team Assisted Individualization (TAI) strategy in writing recount text. First, the students giving a pre-test to students or look at the average score of students. So, the researcher knows the weaknesses of students in a particular field. Second, divide the students into some heterogeneous group consisting of 4-5 students. Third, explain briefly the material to be discussed at the meeting. Fourth, define and create the perception that the success of each individual is determined by the group's success. Fifth, Students discuss the material and correct the assignment with friends in the group. Sixth, Teachers provide small testes based on facts obtained by the students, such as giving a quiz. Seventh, Teachers give a score on the group's work and provide a "title" award to the successful group is "brilliant" and the less successful groups, such as the "good", "group OK" and so on. The last, The teacher presents back the material at the end of the chapter with the problem-solving strategies for all students in class.

This research shows us that using Team Assisted Individualization (TAI) can improve the students writing achievement in recount text and can help the students solve their problems. The result indicated that students varied in their writing skill achievement. After the researcher conducted pre- cycle, cycle 1 and cycle 2, there was significant improvement in every test and good responses by

the students. Based on the result in the preliminary observation is 6,25 % of students who passed the test, in cycle 1 is 71, 87 % students who passed the test and the last cycle on cycle 2 there is 98,87 % of students passed the test. A class was said successful if 85 % of the students could pass the test. And the mean of students score more than 75. It is provide by the students' writing test on cycle 2, there were 31 students who were successful in writing recount text.

B. Suggestion

In this study the writer would like to offer some suggestion to improve the students' ability in writing skill in order to get better result. Based on the result of classroom action research, the researcher purposes some suggestions to the following persons.

1. The English Teachers

It is important that the teacher uses of Team Assisted Individualization (TAI) sometimes as an alternative strategy in teaching writing. Usually, writing is such kinds of activities that often bored for the students. So the using this strategy will always give the students fresh and new condition. Hopefully, it can motivate the students and make them interested in writing. The students also can cooperate with their friends for share the idea.

In order to make students enjoy in following the teaching learning process, the teacher must be more creative to find the alternative ways in teaching and learning process. In writing, the English teacher is suggested to apply writing recount text by using Team Assisted Individualization (TAI). English teachers are suggested to give more chance to practice writing. Further, English teachers have

to find the weaknesses of students in writing. Teacher must give the correction on those aspects; they are content, organization, vocabulary, grammar and mechanics. The students will learn from their mistakes and do not make the same mistakes in the future.

2. The Next Researchers

The researcher is suggested to conduct another similar research in other language skills or other language fields to know how far Team Assisted Individualization (TAI) strategy can use in teaching learning process in order to improve the students' writing skill. Hopefully, there will be an improvement for the next study.