

V. CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher draws some conclusions and suggestions based on what have been discussed previously.

A. Conclusions

Having conducted the research at the first year of SMA Xaverius Pringsewu and analyzing the data gained from the pretest and the posttest, the researcher states her conclusions as follows:

1. Cooperative learning by using roundtable technique can be used to increase the students' descriptive text writing ability at the first year of SMA Xaverius Pringsewu especially in class X.3. It can be verified from the increase of students' average scores in the pretest and the posttest that increase from 63.55 up to 72.77 in the posttest with gain 9.22.
2. Cooperative learning by using roundtable technique can be used to increase students' score in five components of writing; content, organization, language use, vocabulary, and mechanic as classified below:
 - a. In terms of *content*, the increase is amounting 0.44 (from 3.69 in the pretest to 4.13 in the posttest). This was because the students could express their ideas by providing explanations about his/her identity, appearance, personality, habits, hobbies, etc.

- b. In case of *organization*, the increase is 0.66 (from 2.86 in the pretest to 3.52 in the posttest), since students organize the content of the text based on the descriptive text generic structure.
- c. Concerning with *language use*, the increase is 0.33 (from 2.91 in the pretest to 3.22 in the posttest), students could write correct simple present tense sentence that become the language use of descriptive text.
- d. While in *vocabulary*, the increase is 0.31 (from 3.05 in the pretest to 3.38 in the posttest); however they could use appropriate words in their writing.
- e. And in terms of *mechanics*, the increase is 0.30 (from 3.36 in the pretest to 3.91 in the posttest). Even though the increase is very low, at least the students are able to apply the conventions.

B. Suggestions

Based on the conclusions of the research stated before, the suggestions are formulated as follows:

From the result of the pretest and posttest, it can be seen that the three lowest score of components of writing are mechanics, vocabulary, and language use. Therefore, here there are some suggestions to teachers related to those three components, they are:

1. In order to increase *mechanics*, it is suggested to the teacher to give more practice concerning this component in writing. For instance, the teacher gives a text with all mechanic marks omitted, then, the students have to fill the appropriate conventions. Besides, it is needed for teacher to give the students more examples and practices of compound sentences.

2. In terms of *vocabulary*, in order to increase this component, the teacher can ask the students to bring dictionary in order that they will not depend on the teacher and their friends in getting information or in finding the meaning of words. Analyzing the words they need in a dictionary will enrich their vocabulary mastery.
3. In order to increase *language use*, it is suggested for teacher to give more examples of the grammatical form that is used in the text being learnt. In this case, the teacher should give them more examples of present tense sentences. To train them is needed, for example, how to compose present tense sentences that is usually used in descriptive text and how to bring out those sentences into logical relationship in paragraphs.