

## CHAPTER V

### CONCLUSION, SUGGESTION AND IMPLICATION

#### 5.1 Conclusion

Based on the finding of the study and result of the data analysis. It can be concluded that :

1. The students' achievement in writing descriptive text taught by using Collaborative Writing Technique was higher than taught by using Brainstorming Technique.
2. The students' achievement in writing descriptive text of the students who have high curiosity was higher than students who have low curiosity.
3. There was interaction between Collaborative Writing Technique and Brainstorming Technique to the students' achievement in writing descriptive.

#### 5.2 Suggestions

1. English teachers apply Collaborative Writing and Brainstorming Technique in their attempts to improve students' achievement in writing descriptive text because the application of these techniques can improve students' achievement in writing descriptive text.
2. English teacher pay more attention to the students' curiosity for the success of students' achievement in writing descriptive. English teachers should encourage the students' curiosity.
3. Other researchers may take a further research in the werea Collaborative Writing Technique and Brainstorming technique that will improve students' achievement in descriptive writing.

### 5.3 Implication

Students' achievement in writing descriptive text taught by using Collaborative Writing Technique was higher than taught by using Brainstorming Technique. The result implies to the English teacher's choice of teaching technique. It was better for the teacher to apply Collaborative Writing Technique in teaching writing descriptive text because it will make the students be more creative in developing ideas to making descriptive text because it wrote by group. By working together in groups students can be actively in writing descriptive process. Students will get more knowledge because the each member of group mention their ideas each other.

Students' achievement in writing descriptive text of students with high curiosity was higher than that of students with low curiosity. It gives implication to the teacher they should consider students' learning achievement. Thus, it was better to the teacher not to be monotonous in teaching. The teacher should give chances to students to solve the problem which appeared in every lesson.

There was significant interaction between teaching techniques and curiosity on students' achievement in writing descriptive text. That shows that teaching techniques and curiosity were variables that give significant influence in students' learning achievement. Thus, it was needed to relate the teaching techniques with students' curiosity. Furthermore, The research found that by applying Collaborative Writing Technique students' were able making descriptive text be more variation. They will discuss to making the text with their group. They were mention their ideas about the topic and then developing that ideas become a descriptive text. So that high curiosity is so needed. It can be assumption that Collaborative Writing Technique was more applicable in improving students' achievement in writing descriptive text. But, Brainstorming Technique still can be used in writing descriptive text. Students with low curiosity were better taught by using Brainstorming because in the

technique still have important role in guiding the students and students cooperate each other in their cooperative learning.

Both of these techniques have the same advantages and disadvantages depending on the situation and condition of students, teacher and facilities available in the class. No techniques are good to use.

