

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the data analysis, some conclusions are derived from meaningful interpretation of discussion of this study in the following.

Students' achievement in writing narrative text at MTsN Langsa taught by using cooperative learning is higher than students' achievement in writing narrative texts that are taught by using contextual teaching learning. It is stated that cooperative learning is considered superior compared to the contextual teaching learning. However, it does not mean that cooperative learning is the only method that is the best for all learning situations, and does not mean contextual learning teaching method is not well used in learning. This is because: 1) The method of cooperative learning is more focused to the interaction among students of other students in the group. 2) Fellow students help each other; others take up the slack because they are in a team. 3) Students are more active. Therefore, the position should be more teachers guide, providing a high learning motivation, stimulation until there is an active student.

Students' achievement in writing narrative text that has high reading ability is higher than students who have low reading ability. Because students who have high reading ability, the ability of their students long term memory is higher too. Memory also has a role on students' ability to read high. Memory capable of expressing return something without having to memorize the information word for word, but it could reveal the contents of something material to students' own language, and capable of connecting with other information relevant to that information.

The interaction between methods of teaching and the ability to read an impact on students' achievement in writing narrative text. This shows that to obtain students' achievement in writing narrative text is affected by teaching methods and reading ability.

## 5.2 Suggestions

Based on research, it can be suggested that:

It is expected that teachers should always try to implement cooperative learning in teaching, so that the ability of students to write narrative text can be improved. Teachers should always strive to improve students' reading ability, because reading ability is significantly affected the ability of students to write narrative text. Teachers who already know the level of students' reading ability, it is recommended to provide cooperative learning to students who have high reading skills, contextual teaching and learning for students with low reading ability. Therefore there is no one teaching methods are most appropriate for all learning, the teacher tried actively creating a better teaching methods emphasize students' activities, and to Evaluate the effectiveness of these teaching methods. With this evaluation, it is easier for teachers to design more effective teaching methods. Because the source of learning is no longer the only teacher, it is advisable for teachers to always provide opportunities for students to be more active and creative in finding / selecting learning resources.

Expected to the educators, they always consider students' reading ability in designing the learning platform especially writing narrative text. In addition, teachers need to be done in-depth study of the characteristics of students to serve as a basis or reference for optimizing application-oriented methods of teaching to students in English lessons effectively and efficiently.



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