

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analyses presented, some conclusions are derived through meaningful interpretation of the findings in this study, as stated in the following:

1. Cooperative Language Learning and Task Based Language Teaching significantly affect the students' narrative writing achievement. Therefore these methods can be used to increase the students' narrative writing achievement.
2. The students' learning motivation significantly affects their achievement in writing narration. The higher learning motivation students have the higher achievement in writing they will get.
3. There is an interaction between teaching methods and learning motivation to the students' narrative writing achievement. The students with high learning motivation showed significant effect on their writing achievement, when they are taught by using Cooperative Language Learning or Task Based Language Teaching. Whereas, the students with low learning motivation showed significant effect on their achievement in writing when they are taught by using Cooperative Language Learning.

5.2 Suggestions

In line with the conclusions drawn,

1. For English teachers are recommended:
 - a. To use Cooperative Language Learning and Task Based Language Teaching in their attempts to improve students' narrative writing achievement because the application of these methods can improve students' achievement in writing narration.
 - b. To use Task Based Language Teaching for the class dominated by high learning motivation students, and using Cooperative Language Learning for the class with low learning motivation.
 - c. To encourage low learning motivation students to participate in study English in order to get the better achievement in writing narration.
2. Other researchers can develop further study in the area of Cooperative Language Learning and Task Based Language Teaching that will improve the students' narrative writing achievement.