CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

1.1 Conclusions

Based on the data analysis and the research findings, it is concluded that:

1) Students' achievement in descriptive writing by using roundtable teaching technique is higher than that taught by using clustering teaching technique;

2) The introvert of students have higher achievement than students with extrovert personal traits;

3) There is significant interaction between teaching techniques and personal traits on students' achievement in descriptive writing. On the other words, it can be said that the students' achievement in descriptive writing is influenced by the teaching techniques and students' personal traits.

1.2 Implications

The students' achievement in writing descriptive text taught by using roundtable teaching technique is higher that taught by using clustering teaching technique. In this research, the techniques were matched with the students' personal traits. The research findings and discussion indicate that the students' achievement taught by using roundtable teaching technique is higher than by using clustering teaching technique especially when it is taught for students with introvert personal traits. It is because the students with introvert personal traits

presumably depend on structure in the composition process and are most likely to turn to mental or written outlines. The thinking types can overdo such structuring, worrying more about grammatical and logical format than about communication.
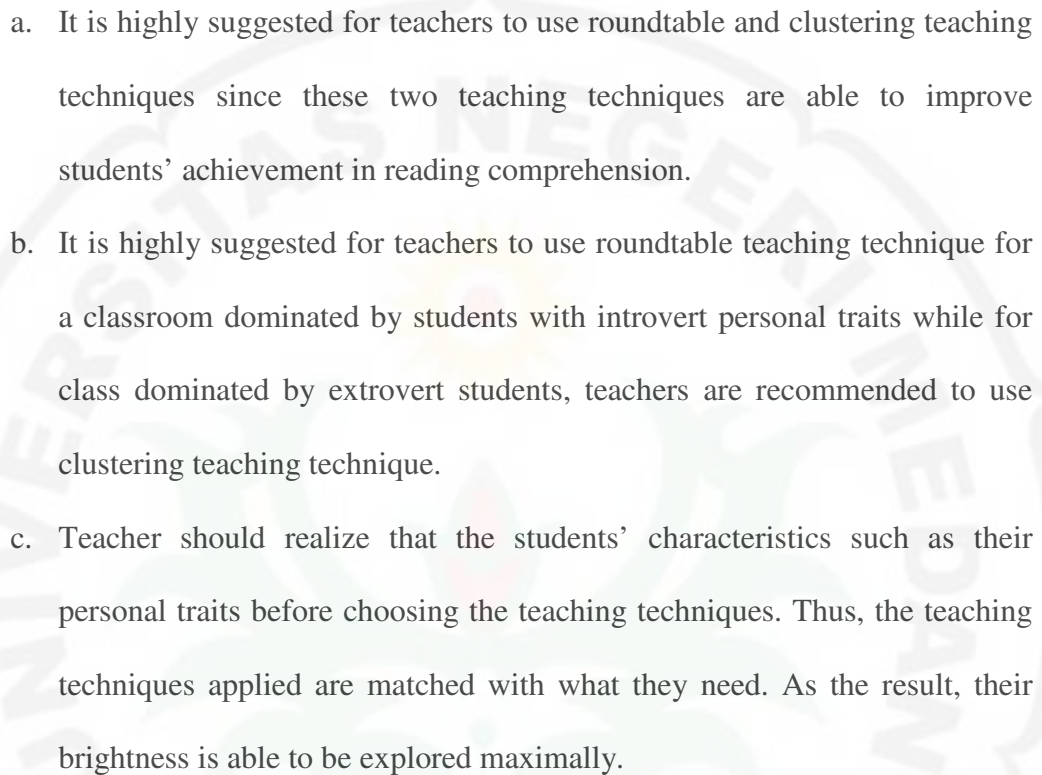
However, it does not mean that the clustering teaching technique is not as good as roundtable teaching technique. It is proven that the students' achievement taught by using clustering teaching technique can also achieve satisfactory score when it is taught to students with extrovert personal traits. It is because the way of composing a text suited for students with extrovert personal traits. That's why clustering teaching technique is suitable to be applied for students with extrovert personal traits.

The fact explained above also proves that actually all the personal traits of the students are good. Either introvert or extrovert had been able to achieve satisfactory score. Therefore, it cannot be argued that a personal trait is better than others because it comes naturally in the students' selves. What should be done is how to find eligible techniques of teaching for the personal traits so that their ability can be explored maximally.

1.3 Suggestions

There are some suggestions related to the conclusions and implications at the previous page. The suggestions are:

1. Teachers

a. It is highly suggested for teachers to use roundtable and clustering teaching techniques since these two teaching techniques are able to improve students' achievement in reading comprehension.

b. It is highly suggested for teachers to use roundtable teaching technique for a classroom dominated by students with introvert personal traits while for class dominated by extrovert students, teachers are recommended to use clustering teaching technique.

c. Teacher should realize that the students' characteristics such as their personal traits before choosing the teaching techniques. Thus, the teaching techniques applied are matched with what they need. As the result, their brightness is able to be explored maximally.

2. Other Researchers

Other researchers may take a further research in the area Roundtable and Clustering teaching techniques that will improve students achievement in descriptive writing. While still many weakness of this research, for the other research who want to conduct these techniques, it is suggested to learn more about the principles of roundtable teaching technique and clustering's principles in the application.