

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings for the implementation of the collaborative learning model in teaching descriptive text writing at SMAS HKBP Sidorame, it can be concluded that both teachers have applied the model through five syntaxes, namely introduction, grouping, collaborative activities, reflection, and assessment. However, there are variations in the application of each stage. The first teacher carried out four stages. introduction, grouping, collaborative activities, and assessment. and the second teacher implemented all five stages, although the grouping process was less than optimal because it was based on the students' seating positions. The reflection stage was also not carried out consistently by the first teacher due to time constraints. Nevertheless, both teachers tried to create an interactive and collaborative learning atmosphere that encouraged student involvement and participation in descriptive text writing activities.

In the process of implementing the collaborative learning model, both teachers began the learning activity with the introduction stage, which involved explaining the topic, objectives, and context of learning so that students understood the direction of the learning activity. Next, in the grouping stage, the teachers divided the students into small groups to work together, with the first teacher forming groups randomly to ensure balance, while the second teacher divided the groups based on the students' seating positions. In the collaborative

activities stage, both teachers facilitated students to discuss, exchange ideas, and write descriptive texts together, while monitoring and providing guidance so that all students were actively involved. In the reflection stage, only the second teacher gave students the opportunity to express their opinions and feedback on the activities that had been carried out, while the first teacher immediately closed the lesson. The final stage, assessment, was carried out by both teachers by evaluating the results of group and individual work, providing constructive feedback, and motivating students to improve their learning outcomes in the next meeting. Overall, the implementation process of the collaborative learning model was carried out by both teachers with variations in optimizing the implementation of each stage, and still needs to be further optimized, especially in terms of reflection, time management, and balance in group formation.

B. Suggestions

Based on the conclusions presented, the following presents several suggestions related to this research.

1. For Teachers

Teachers are advised to implement each stage of the Collaborative Learning Model syntax consistently, particularly the reflection stage, which has been proven important in helping students evaluate the learning process and develop metacognitive awareness. Teachers also need to be more selective in grouping students by considering the heterogeneity of their abilities so that interactions among group members are more balanced and knowledge can be

more evenly distributed. In addition, classroom and time management need to be improved so that all stages can be carried out without being disrupted by technical limitations. With these improvements, collaborative learning can provide optimal benefits for all students.

2. For Students

Students are expected to be more active in every stage of collaborative learning, not merely relying on more capable group members. Active participation in discussions, sharing opinions, as well as giving and receiving feedback will help them significantly improve their descriptive writing skills. Students also need to get accustomed to practicing reflection, either individually or with their group, so that they can identify their strengths and weaknesses in writing and improve them in the next opportunities.

3. For Future Researchers

For researchers interested in further studies, it is recommended to expand the investigation to different learning contexts, whether in other educational levels, different text types (such as narrative or argumentative), or by involving more teachers and students as participants. Future researchers may also explore more deeply the influence of factors such as time management, grouping strategies, and the use of learning media in supporting the effectiveness of Collaborative Learning. Thus, further studies can provide a more comprehensive understanding of the implementation of this model in improving students' writing skills.