

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, the conclusions of this study are presented as follows:

1. The analysis showed that the quality of students' narrative writing produced through collaborative writing was generally categorized as Good to Average. Among the five writing aspects, language use demonstrated the strongest performance, with several groups reaching the Excellent to Very Good category. The content, organization, vocabulary, and mechanics aspects were generally classified as Good to Average. Nevertheless, students still experienced difficulties in elaborating ideas, maintaining cohesion between events, using varied vocabulary, ensuring grammatical consistency, and applying writing mechanics accurately.
2. The study found that students faced four major problems during the collaborative writing process. Linguistic challenges included difficulties with vocabulary, grammar, translating ideas from Indonesian into English, and dependence on translation tools or more proficient peers. Psychological barriers were reflected in students' low self-confidence, feelings of being ignored by dominant group members, and a preference for working individually. Social sensitivity issues emerged through conformity to avoid conflict, interpersonal friction, and a lack of respect for different opinions. In

addition, students experienced difficulties in managing time efficiently, distributing tasks fairly, and dealing with passive or non-contributing group members.

5.2 Suggestion

Based on the conclusions, the suggestions are presented as follows:

1. For teachers, it is recommended to provide more structured guidance in the writing process, especially in the stages of idea development, vocabulary use, and grammar. Teachers are also expected to provide good writing models as well as clear and continuous feedback so that students can gradually improve their writing performance. In addition, for students, it is recommended that they practice writing more frequently, both individually and in groups, enrich their vocabulary through reading activities, and pay attention to grammar and writing mechanics in every writing task. Meanwhile, for future researchers, it is suggested to further explore learning strategies related to students' writing quality over a longer period, as observing vocabulary and grammar development requires continuous exposure

2. For teachers, it is recommended to provide clearer task structures in collaborative writing activities, including assigning specific roles to each group member, as well as conducting active monitoring to reduce dominance by certain students and to ensure more equal participation. Meanwhile, for students, it is suggested that they improve cooperation within groups, respect others' opinions, and actively contribute to discussions and text development. Students also need to learn how to manage time and group tasks more

effectively. Lastly, for future researchers, it is recommended to examine other factors that influence the success of collaborative writing, such as learning motivation, group composition, the use of technology, or different teaching strategies, using broader research designs.



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