

CHAPTER V

SUMMARY AND CONCLUSION

This chapter presents the summary and conclusion of the study, followed with recommendations for EFL teachers and suggestions for further studies.

5.1 Summary of the Study

BP2IP Surabaya is one of public institution which conducts seafaring courses. Writing in English has been one of the requirements to pass the seafaring courses on BP2IP Surabaya, this demand made the EFL teachers in BP2IP Surabaya desired to improve the student's ability in English writing. Recently, the issue of self-esteem widely investigated and found correlated with the improvement of writing ability among students. Based on this problem, this study was conducted. The aim of this study was to investigate the correlation between self-esteem and EFL writing ability of BP2IP Surabaya students. The data were collected using two instruments; Test of English Writing and Questionnaire of Self-esteem which covers three sections of questionnaire; global self-esteem, situational self-esteem and task self-esteem. The instruments were distributed to 107 students of BP2IP Surabaya who were adolescents and high school graduates, subsequently the data were analyzed using Pearson Product Moment. There were several results implicated based on the data analysis. The writing ability of BP2IP Surabaya students revealed that the highest number of students were in good to average writing ability level, the second highest number of students lied in fair writing ability level and the third in poor writing ability level, meanwhile the

lowest number of students were in very poor writing ability level and the second lowest were in excellent to very good writing ability level. However, the mean scores of the students' TEW indicated that in general the BP2IP Surabaya students' writing ability level was fair. The students with fair writing ability generally experience great difficulty while they are writing in EFL, they are also not yet feasible to compete with the native writers. A preparatory course is needed to improve the writing ability as well as the other skills in English communication like reading, listening and speaking which are beyond their capability.

Concerning the level of correlation between writing ability and self-esteem, the lowest level of correlation was between writing ability and global self-esteem of BP2IP Surabaya students. Second, the highest level of correlation was between writing ability and situational self-esteem of BP2IP Surabaya students. Third, the second highest level of correlation was between writing ability and task self-esteem of BP2IP Surabaya students. The correlation between overall self-esteem and writing ability of BP2IP Surabaya students was shown significantly positive. The highest level of correlation appeared between situational self-esteem and writing ability of BP2IP Surabaya students and the lowest level of correlation appeared between global self-esteem and writing ability of BP2IP Surabaya students. Concerning the most frequent response on the questionnaire of self-esteem, the most dominant phase of global self-esteem that affect students' writing ability was "the confidence toward their own ability". The most dominant phase of situational self-esteem that affects students' writing ability as obtained from the most frequent responses was "the confidence in the ability to learn English". Subsequently, "the awareness of the lack of English writing skill but

brave enough to attempt” was the most dominant phase of task self-esteem that affects students’ writing ability as elicited from the most frequent responses.

5.2 Conclusion

There are several conclusions obtained from the results of the present study. Concerning the writing ability of BP2IP Surabaya students, it was revealed that the highest number of students were in good to average writing ability level, the second highest number of students lied in fair writing ability level and the third in poor writing ability level, meanwhile the lowest number of students were in very poor writing ability level and the second lowest were in excellent to very good writing ability level. Derived from the overall scores of the students’ TEW, the mean scores indicated that in general the BP2IP Surabaya students’ writing ability level was fair. Concerning the self-esteem level of BP2IP Surabaya students, the level of global self-esteem, situational self-esteem and task self-esteem were all in moderate level. The correlation between overall self-esteem and writing ability of BP2IP Surabaya students was shown significantly positive. The highest level of correlation appeared between situational self-esteem and writing ability of BP2IP Surabaya students and the lowest level of correlation appeared between global self-esteem and writing ability of BP2IP Surabaya students. Consequently, it can be concluded that the effort of building student’s self-esteem will lead to the improvement of their writing ability.

5.3 Recommendations for EFL Teachers

Along with the findings and conclusions of the study, there are several recommendations provided to improve the student’s writing ability and to build

the student's self-esteem as well. Concerning the student's writing ability, it is suggested to the EFL teachers to conduct a separate writing complementary course for the students, basically to enrich their vocabulary so that when students are starting to write, they will feel more confident because of the increasing level of their vocabulary size. The materials given in the complement course should be compiled from the easiest to the most difficult ones. EFL teachers probably should start it from the vocabulary enrichment, grammar review, planning content by organising ideas for writing, and then drafting and then provide them simple writing tasks such as controlled writing from simple paragraphs. Besides that, to improve the students' writing ability, teachers may also involve students to give feedback to their friends' writing. Peer feedback can facilitate students to be evaluated without being judged, they also may take lessons from their friends' mistakes and errors in writing. It is also important for the EFL teachers to concern was the students' fair level of writing ability, EFL teachers should conduct remedy so that students will have opportunity to improve their score in writing, and it is suggested that before teachers conduct the remedy, reviewing the latest writing task is highly recommended to avoid the same mistakes or error which may occur.

In order to build the student's self-esteem, healthy learning environment within a semi-military circumstance should be created by supporting a non-threatening interaction between teacher and students as well as among students. Besides that, EFL teachers should facilitate students to utter their needs and expectations while they are learning to write in EFL and develop strategies to overcome the difficulties they encounter. EFL teachers also should apply the

affective learning style such as student centered which places student's needs as the main priority to be concerned. Collaborative and cooperative atmosphere in classroom which involves students into every interactions in classroom is required to be created to encourage students' self-confidence. Subsequently, teachers should create a multidimensional classroom which supports students to achieve success through many pathways besides writing in EFL, this will lead them to reach the same success while learning to write in EFL. Moreover, EFL teachers should facilitate students the simulation of real skills and provide students opportunities to feel succeed. The last and the most important support is that EFL teachers should praise the students' positive progress in learning EFL writing skills and accept the student's errors as the part of natural process of learning. Therefore, students feel that their efforts rewarded in learning, which is able to make further improvement in their self-esteem that will lead to success in learning EFL writing.

5.4 Suggestions for Further Studies

There are several weaknesses of this thesis. The main weakness was the instruments. Even though the QSE has been employed to the previous studies, the reliable of questionnaire as a research instrument is considered weak, it was supposed to be supported by interview or conducting a certain pilot project to convince the reliability and validity, thus for the further studies, it is suggested to employ another kind of questionnaire which is better in measuring the degree of self-esteem. The other weakness was the Test of English Writing. This test was arranged based on the course outline of Maritime English and has been several

times used for the UKP, but the reliability and validity should be tested before it is used as instrument as well. It is recommended for the further studies to use a certain test to measure the subjects' writing ability which has been proven valid and reliable around the world, such as the writing test of TOEIC or TOEFL.

There are several suggestions for further studies concerning self-esteem and English skills as well. It is suggested to conduct replication studies of either the replication of this study in different level of education in another region of Indonesia, or the replication of this study in another country which using English as L1. The replication of this study with different learning environment is also suggested, such as military learning environment in Military Academy of Indonesia, Air Force Academy of Indonesia, or Navy Academy of Indonesia. Besides that, replication of this study using different instruments (either the test of English writing or the questionnaire of self-esteem) in order to obtain more optimal results is suggested as well.

Besides the replication studies, the investigation of the correlation between self-esteem and the other skills in EFL such as reading, speaking or listening is suggested. Investigating the effect of affective learning style to student's writing ability is also suggested. Gender could be one of the variables that can be involved to the further study with the same topic. Furthermore, it is suggested to investigate the gap between the students' self-esteem in English speaking countries and those who are in non-English speaking countries. Lastly, it is required to conduct studies that investigate the present various strategies of EFL teachers in improving English writing ability of BP2IP Surabaya students.

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