

CHAPTER V

CONCLUSION AND SUGGESTIONS

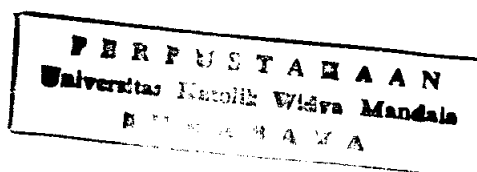
CHAPTER V

CONCLUSION AND SUGGESTIONS

In this last chapter, the writer would like to present the conclusion of this study and some suggestions for further research. The writer will give a whole summary for all the major points that have been mentioned in the previous chapters in the conclusion. While in the suggestion, the writer will state some suggestions dealing with dicto-comp for further study.

5.1 Conclusion

The ability to write will continue to be a decisive factor not only in college but also in the job field every year. In the job field, the skill of writing was required for writing business letter, memos, and, report at work. Then in college, students who wrote and learnt well will earn better grades. D'Angelo (1980: 4) stated that "writing would still be valuable in education because it facilitated thought." Unfortunately, there were some difficulties that were faced by many EFL students in writing class, which were faced also by the students of English Department in this university. First, the students had trouble in getting started to write. When they faced a blank sheet of paper, they had difficulty in generating their idea based on the topic given. Second, the students also had difficulties in encountering the vocabulary especially the word choice in their writings. Third, the students get confused in arranging their idea coherently in the new language. The three difficulties above needed serious concern when they occurred during the



writing process because of their existence the result of the students' writings become unreadable.

As an alternative, to overcome the difficulties above the writer conducted an experimental study on the writing narrative composition using dictation-composition (dicto-comp). The writer deliberately chose dicto-comp because it was one kind technique for teaching guided writing. Guided writing itself was a suggested technique for teaching writing to the EFL students at the early stage. Baskof (1971) states "for EFL students with limited language skill; one way to start writing in the early stage is through guided writing." Next, according to Riley (1972) "dicto-comp can be used to help students develop continuity and fluency in speaking and writing."

The writer took the second semester students in this department who were taking Writing A class as the subjects of this study. Then, in the experimental group was taught by using dicto-comp while in the control group was taught in brainstorming. In this study, the writer wanted to prove whether dicto-comp could help the students' writing achievement or not. In order to prove it, the writer calculated the result of students' posttests from both groups by using t-Test. Then the writer formulated the hypotheses of this study.

Next, the finding of this study showed that at the 5% level of significance the t table is 1.67 and the t observation is 0.53. Since the t observation is smaller than the t table, it means that the students taught by using dicto-comp obtained the same scores as those taught brainstorming. In other words, there is no significant

difference between students taught by using dicto-comp and brainstorming on the students' writing achievement.

Later, this study only had two times of treatments during the experimental. To conduct research in writing, the writer should have more series of the treatments so that the students became familiar with the dicto-comp. Learning to write a composition is same with a process of one thought into a piece of paper. A short and sudden technique that was applied to the students might cause uneasiness to the students.

5.2 Suggestions

In this section, five suggestions were provided below:

- **The treatments**

The writer suggested that the treatment should be conducted more than what had been conducted in this study. The writer saw that the more students had the treatments the better of the result would be because the students will be more familiar with this technique. In addition, learning how to write is not a miracle because writing is a process, so it needs time to get through of it.

- **The procedure of dicto-comp**

There is no one best teaching technique. After conducting this study, the writer found a flaw in the procedure of dicto-comp. Dicto-comp is one kind of technique for teaching guided composition. Although dicto-comp help the students to have free flow of idea during the writing process,

dicto-comp does not give chance for them to use their own idea. The students' ideas are limited with the idea of the passage. So, it would be better to use other technique that give students chance to write independently such as: free writing technique. Later, Dicto-comp and brainstorming should be used interchangeably so that the students will not be bored in writing class. Teaching students with various kinds of techniques is suggested as long as the teaching learning objective can be achieved and convenient for teacher and students.

- **The entry behavior**

According to Dembo (1994: 8) entry behavior is the knowledge, skills, or attitudes that a learner brings into a new learning situation. It is suggested for the next researcher to be more aware with the students' entry behavior. In this study, actually the writer had control the entry behavior by calculating the subjects' IC scores (as a pretest) three months before the treatments. It seems that the three months differences are too far with the treatments and posttest. So, it is suggested that the pretest, treatments, and posttest should be conducted within short distance of time.

- **The raters**

In this study, the writer only uses two raters for correcting the students' posttest. From the result of the scoring, the writer found that range for some scores between both of the writers are too big. It is suggested that the next researcher use three raters in order to be balance in scoring.

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Besides, it is also suggested that the raters should be balance in their level of intelligent and competency.

- **Research design**

For further research, it would be better to conduct this study in qualitative way so that next researcher can observe more on the process of teaching narrative writing through dicto-comp than on the product only. Qualitative design is flexible and the researcher can observe the occurring behavior during taking the data. Based on the characteristic of qualitative research itself, the effect of the dicto-comp toward the teaching of narrative writing will be obvious.

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