CHAPTER V
CONCLUSION AND SUGGESTION

In this last chapter, the writer would like to present his conclusion and suggestions concerning the study. The writer will give a comprehensive summary for all the main points that have been discussed in the previous chapter before moving to the conclusion then giving the some recommendations to the students learning to write, the teaching writing course and further studies of the researchers who are interested in conducted a study on writing skill development.

5.1   Conclusion

Writing is one of the four life language skills taught in every level of teaching learning progress and has important roles in communication. To be better in writing, there is a composing process that influences and determines the quality also.

The composing processes are categorized as two kinds, linear and non – linear. Based on the analysis discussed in the previous chapter, it can be inferred that the composing process of the subjects mostly is linear. The subjects represent the other students – writers, the skilled ones. They use linear composing process that is the process of composing writing where the writer have plot or outline or draft consistency even though they experience writer's block which leads them to compose out of line, they are still back to the first one. It can be seen on their effort to handle with the difficulties and intention to finish composing writing. In vise, the subjects sometimes try to write in non – linear composing process in their informal or daily composition based on the data taken in the questionnaires.

On the other hand, the quality of the subjects' composition is mostly excellent to good based on the rubric used to score by the writer as had been explained in chapter 2 and 3 (see table 3.3) and also discussed in chapter 4 (see table 4.3). Some of the subjects do not make themselves as effective writers as they are skilled - writers and are a bit careless with their compositions. Sometimes and somehow the subjects seem reluctant whether they can compose better or not when they are in process of composing and find some difficulties, whether in daily writing or for a test.

However, the subjects have some ways to solve the difficulties since they find that they may have fun by composing writing. They realize that by doing their best and do the solving ways which have been mentioned in the interpretation of the findings of previous chapter, they are not only having fun but also take advantages by composing better writing.

Realizing the result of the study, the writer concludes that the students – writers compose their writing using both kinds of composing process, depending on the purpose of the composing writing. They use linear composing process for a test and non – linear composing process for informal or daily composing writing. Important to be realized that non – linear composing strategy can only be used in some writing genre such narration, recount and exposition hortatory, since they do not require detail. The students whether the skilled or unskilled students – writers actually can make better quality of composing writing if they try to focus doing the best.

5.2   Suggestion

Finally, as had been stated in the introduction of this chapter, the writer comes up with the suggestion as he recommends the suggestions to the students learning to write, the teaching writing course and further

studies of the researchers who are interested in conducted a study on writing skill development.

5.2.1 Suggestions for Learning to Write

The writer would like to give some suggestion for the students – writers to be considered while composing writing in order to help them do the better one, instead of using some ways to solve the difficulties in composing writing. They are as follow:

1. Students might be better to think twice about your purpose in composing writing and ways to achieve.

   There are many ideas to write about for any subject, but you need to narrow down your choices. For example, your topic might be "Make Weekend More Fun." At this point, you and your potential reader are asking the same question, "Why and How?" Think about:

   ✓ Why should you write about this, and why should anyone read your composition?

   ✓ How would you explain the steps?

   ✓ Would you define for yourself a specific means of doing so?

   ✓ Would your comments or suggestions on the activities affect the readers?

   To achieve the better and faster composing writing by keeping in mind the purpose of each writing genre is different. By doing so, the students may realize what he/she is going to compose.

2. Students might be better to let the ideas flow.

   Have a *Brainstorm*, activity of gathering as many good and bad ideas, suggestions, examples, sentences, false start, etc. as you can. Perhaps some friends can join in to give different points of views or even suggestions. Jot down everything that comes to mind, including

material you are sure you will throw out. Be ready to keep adding to the list at odd moments as ideas continue to come to mind. Refresh your mind to let ideas flow while composing is basically needed.

3. Students might be better to take the time in composing writing.

    Writing is a process, not merely a product. Even the best professional writers don't just sit down at a computer, write, and call it a day. The composing process that the students decide to lead will determine the quality of the writing product, reflect the time and also make them well-prepared to face the assignment. Plan ahead for the assignment by doing pre-writing: this will allow you to be more productive and organized when you sit down to write. Also, manage your time when you can focus and when you can walk away from it for a while and come back later to make changes and revisions with a fresh mind.

5.2.2 Suggestions for the Teaching Writing Course

Writing is one of the four life skills that must be mastered by the second language learners in order to make them easier to have global communication which is mostly using English. So that the teaching of writing need to be more attractive in order to inspire the learners to write well and also taught more intent in order to avoid misunderstanding with the message via writing. The teachers might start teaching from the basic ones such vocabulary building then sentence building first to build a coherence paragraph also. Instead of teaching starts from the basic ones, the teachers might give the learners inspiring reference for encouraging the learners.

5.2.3 Further Studies

Realizing that his study still have some weaknesses and need some improvement, the writer would like to recommend for the further studies of the researchers who are interested in conducted a study on writing skill development. There are three recommendations that will be shared.

First is about the subjects used. In this study, the writer only uses five skilled students – writers that make the results are limited to those chosen subject. The writer suggests variety subjects for the next study.

Second is about the data taken, the composition, the observations, the interview and the questionnaires, can be taken from the students formal assignment with time duration given. Therefore the data to be analyzed will be more representative. The questionnaires also need to be tested at first in order to get the validity of the data. And the last is the scoring that might be better if the next researchers do inter-rater scoring system where the next researchers can have objective score as the data results.

Third is about the writer's expectation for the further studies continue in the same or different topic of this study.

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