

CHAPTER V

CONCLUSION AND SUGGESTION

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In this last chapter, the writer would like to present her conclusions and suggestions concerning this study. The writer will give a whole summary for all the major points that have been mentioned in the previous chapters before going to the conclusion. While the suggestions for the teaching of writing and recommendations for further study are written in the suggestion section.

5.1 Conclusion

As one of the four language skills taught in the Senior High School, writing plays a major role to improve the students' ability, especially in communication.

However, the fact shows that teaching students how to write is not an easy thing to do. The writing teachers often get problems when they have to teach this subject to the students. They often get headache when they have to check the students' composition. Therefore, they often neglect giving writing in the English lesson. On the other hand, the students often complain about what they should write on their paper when they totally do not have any ideas to write. Thus, writing always becomes a "frightening and boring lesson".

To overcome the problems above, the teacher should realize that writing is a process. In fact, the process is complicated. A person should find ideas and arrange those ideas into a good form of composition. Moreover, a person should have background knowledge about what he or she is going to write. The teacher

should be able to consider this so that they will not feel that writing burdens them. Making a composition needs time. The students cannot just merely write without organizing their ideas first. They pass stages of the writing process before they reach their final draft.

On the other hand, the students also have some ways to overcome the feeling that writing is a difficult lesson to learn, because they often face “blocks” in writing a composition. They actually have strategies to avoid being blocked while they write. However, they do not realize that they can make a composition. Their minds are filled with the fear of making mistakes or even the fear of stopping while they are making a composition.

To realize the expectations above, the writer studies a case where the students often find problems while they write a composition. The realization of this study is by observing and using ten subjects of the second grade of SMUK Santa Agnes. In this case, the writer uses a song as the media for helping the students in making a composition. Of course, the song chosen is a narrative song because the writer asks the students to write a narrative composition.

The results of this study indicate that the students actually pass stages of the writing process and they have different strategies to attack their “blocks” in the process of writing a composition. The students pass almost all stages of the writing process. There is only one stage that is not passed. It is the diagramming. In connection with “the writer’s blocks”, the students face “blocks” almost in every stage of the writing process. However, the students only state the stages of the writing process by differentiating them into the beginning, the middle and the

end of their writing. In addition, the students also explain that they have different strategies to crack the “blocks”. They are: using translation in arranging ideas, guessing, asking questions to or help from friends, and consulting dictionary.

5.2 Suggestions for the Teaching of Writing

Writing is an important skill to master. Students need this skill for communicating in daily society. Therefore, writing is important to be taught. Eventhough writing is considered as the most difficult skill to learn, it should not be neglected as the most difficult skill to learn. The most important thing is considering writing as a process of thinking.

The writing teacher tends to see the final product of the composition. He or she never considers the process happen when the students write a composition. The students are given limited time to find and arrange their ideas. They have to be able to submit their work when the time for the writing lesson has already finished.

Besides considering the writing process, there are also many kinds of strategies that can be used in the writing lesson in order to help the students in finding ideas. A teacher should be able to decide which technique will be really suitable to be applied on their students. In applying this technique, the writer suggests the writing teachers to present writing assignments whose topics are familiar to the students as familiarity comes from their own background knowledge. Familiarity towards the assignment or topic presented can enable the students to express their ideas implicitly.

Moreover, the teacher should be able to find ways to make the students enjoy the writing lesson. He or she has to try to make the students relaxed so that they will not feel bored in joining the writing lesson. This condition can help the students in finding and also in arranging ideas.

Finally, the writer hopes that the teachers consider the explanations above as important things to consider in the writing lesson. She also hopes that the result of this study will give a useful contribution to the teaching of writing, especially in Senior High School where writing is considered as the most difficult skill to master.

5.3 Recommendation for Further Study

The writer realizes that her study still have some weaknesses. Therefore, she would like to share her experience to be able to give some recommendations for the next researchers.

There are three recommendations that the writer would like to point out in her study. First, it is about the subjects that the writer uses. In this study, the writer only uses ten subjects in order to be more intensive. Therefore, the results are limited only to those students. The writer expects a more intensive research in the bigger scale of students.

Second, it is about the time allocation of the study. In this study, the writer uses 45 minutes for the students in making a composition because the time duration of the extra-curricular activity is 45 minutes. It is quite a short time for the students because they have to think about their ideas and arrange them in order to make a

good composition. Therefore, the students feel hurried in writing a composition. On the other hand, the students sometimes feel that they have limitation in thinking. They have to be accurate enough in dividing their time so that they can finish their composition.

Third, the writer hopes that there will be a further study which continues the writer's study whether in the same or in different topic. For example, this study can be made more intensive by observing the process of thinking of each student.

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