CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents conclusions of the study and some recommendations. These conclusions of the study are built up based on the data analysis which is discussed in Chapter 4 of this study. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning the same field or issue. Finally, these recommendations are addressed to those who are interested in developing the students' writing skill particularly in the context of EFL in Indonesia in general and in the site in particular.

5.1 Conclusion

This study has investigated the teaching-learning writing activities when the product and process based approach combination was implemented in EFL writing classroom, the effects of applying product and process based approach combination on EFL students' writing skill, and the students' attitude toward the use of product and process based approach combination in EFL writing classroom. The findings were taken from four data sources, namely the field notes, the videotapes, the students' tests (pre-test and post-test), and the questionnaires.

With regard to the first research problem, it is found that there are seven points to highlight in the teaching-learning activities by using the product and process based approach combination. Firstly, the students were curious to apply this approach in learning writing. Secondly, the students were actively conveyed their ideas toward the topic. Thirdly, the students were able to work in group discussion and in peer-discussion in some stages, namely modeling (stage 1), practicing (stage 2), generating ideas through brainstorming (stage 3), and editing (stage 8).

Afterwards, the point four is that the students also were able to work individually in some stages, such as in generating ideas through planning (stage

4), generating ideas through mind-mapping (stage 5), writing the first draft (stage 6), peer-feedback (stage 7), and writing the final draft (stage 9). And then, the point five shows that there was a lively interaction between the students and the teacher in the last stage of the product and process based approach combination (stage 10: evaluation and teacher's feedback).

Afterwards, the point six is that in writing the text, most students conducted only one generating ideas stage (mind-mapping in common). Besides, the students also made a plan to avoid the error which probably appeared in their draft and to maintain the handwriting which probably affected the presentation. Lastly, the point seven is that there was the improvement in the students' writing skill which was affected by each stage of the product and process based approach combination.

With regard to the second research problem, it is found that there was the improvement in the students' writing skills between the score of pre-test and the score of post-test. Besides, The effect of applying product and process based approach combination also appeared in the students' written product especially in three aspects, namely generic features, textual language, and syntactical language aspects. It indicated that the product and process based approach combination affected the students' writing skill in writing discussion texts.

In addition, with regard to the third research problem, it is found that all students showed the highly positive attitude towards the implementation of the product and process based approach combination in writing classroom, and the students appreciated more to the technical area.

According to the findings from three aspects (the teaching-learning writing activities, the students' pre-test and post-test, and the students' attitude toward the writing approach), the product and process based approach combination to teaching writing discussion text is an effective approach to teaching writing in improving the students' writing skill. It was in line with Kim and Kim (2005: 7-8) that "we needed to mixed the careful control of language for

learner (as in product), and the creative use of language by the learner (as in process) to improve the situation". Furthermore, "both process and product approaches are significant in teaching writing in EFL/ESL context" (Hasan and Ahkand, 2010: 84). In product based approach, it is important for a student to engage in imitating, copying and transforming models of the correct language (Nunan, 2000: 87). Besides, the process based approach is beneficial to help the students generate their ideas and organize them in a systematic way which helps the students to write fluently. Thus, the combination of the product and process based approaches to teaching writing discussion text is beneficial as a collaborative approach to improve the students' writing skill.

Regarding the findings, this study has the potential contribution to the theory and educational practice. Theoretically, this study enriches the literature on teaching writing in Indonesian EFL context since there is no study existing in Indonesian about the use of the product and process based approach combination to teaching writing at undergraduates level. Practically, the English writing teachers / lectures may implement the product and process based approach combination in their writing classroom since this approach is beneficial to improve the students' writing skill.

5.2 Recommendation

Based on the conclusion presented in Section 5.1, this study offers both methodological and practical suggestions regarding the implementation of the product and process based approach combination in writing classroom. These recommendations are addressed particularly to English teachers, EFL students, and other researchers who are interested in this field.

Methodologically, considering that the product and process based approach combination to teaching writing is effective to improve the students writing skill in writing discussion texts; therefore, it is recommended that the other researcher conduct a research more in depth in the same field with different

context. Furthermore, since this study was conducted only in one site, it is also recommended that the other researcher conduct a research in a more broadly site.

This study also offers some practical or pedagogical suggestions for teachers, and students. Since this study applied two phases of the treatment in one semester, the teacher had not enough the allocation time to help the students improve their writing skill regarding the textual language and syntactical language aspects. In response to this, it is recommended that the teacher applies only one phase of the implementation of the product and process based approach combination in his writing class in one semester to explore each aspect of the students' written product more in depth.

In addition, regarding the writing process, the product and process based approaches consisted of many integrated stages. Thus, it may take longer time. However, this problem should not be taken into account. Hence, it is recommended that the students involve in every stage to develop the quality of their written product.