

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter elaborates two points; they are the conclusion and the suggestions of the study. The conclusion is taken based on the findings and discussion. The suggestions are given so that in the future the study that will be done in the same field or concentration will be better than this present study and reach some better explanations and results also.

5. 1. Conclusion

The overall findings of this study suggest that the journal writing activity enhanced students' interest and motivation. The benefits were especially evident for active writers. It appears that these particular writers benefited most from the journal writing activity and responded enthusiastically to writing which focused more on their ideas and less on their grammatical performance. The enthusiastic way that most of these students responded to the journal writing activity is because journal writing allowed students to write about topics of interest and relevance to them.

Another advantage from journal writing which is seen as a stimulating point for the students is the flexibility of time to write. Most of these students enjoyed writing at home because it gave them more time to think about what they were going to write. They also found writing journal an interesting activity to do in their spare time. As Langan (2001) states journaling is an activity where students can always write wherever they go.

By writing journal regularly, the students believed that they improved their writing and critical thinking, gained more confidence in expressing their ideas in English, and enhanced their writing fluency. It improved their grammar and vocabulary. In addition, most considered that the journal writing activity had made

English writing more meaningful. English writing was no longer an intimidating and fearful task but an enjoyable and fun activity. Some of the students even admitted that they felt more interested in learning English not only in writing but also in speaking.

5. 2. Suggestions

Based on the study's findings three pedagogical implications can be derived. The first one, teachers or writing instructors can develop L2 students' writing motivation through the incorporation of a journal writing activity. Motivation is an important factor for learners to keep them in writing. Learners need to be motivated because if they are well motivated, they will learn, but if they have little or no motivation they will not (Brown, 2001). Basically, teachers need to motivate learners in the way of having ideas, increase their interest in the value of tasks, and persuade them with the value of tasks (Harmer, 2004). Since journal writing is a writing activity that allows students to share what appeals to them most, they may gain a sense of autonomy, which in turn strengthens their intrinsic motivation.

The second one, it is recommended that teachers or writing instructors incorporate a journal writing activity in order to develop L2 students' writing confidence and reduce their writing anxiety. Since the journal writing activity provides 'positive information feedback' which involves positive, descriptive feedback regarding student strengths, achievements, progress and attitudes, and meaning-making writing activity, students' ideas and content in journals are valued, and their journals are responded to positively by the teacher, which will reduce students' writing anxiety.

The third one, teachers or writing instructors can improve students' English writing proficiency as well as writing fluency with journal writing, a non-threatening, content-based, and interactive writing activity that encourages students to take more

risks in English writing. Alwasilah (2005) also adds that teachers can also motivate learners by complementing them in order to keep them improving their writing.

For further researchers, journal writing, at least for the students involved in this study, seemed to have a positive effect on motivation. However, it is an undeniable fact that responding to journals takes time. This is one of the main drawbacks to journals mentioned in the literature.

This study reports on a small-scale study in one specific context, lasting for a period of only a month. Further research might examine student writing development over a greater period of time and in a variety of different contexts. Further studies for a longer period of time could uncover richer details. Since motivation to learn a second language is not a static state but an on-going process, research which focuses on how similar activities impact on students' engagement and motivation to write over a longer period would be very valuable.