

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions which is highlighting the findings of the study, limitations of the study and suggestions for further research and English teacher.

5.1 Conclusions

In line with the aim of the research, there are two main conclusions about the effect of journal writing on students' writing ability and self-efficacy. First, students' writing ability improved after they were given journal writing as interventions. The biggest improvements are in terms of content and organization. Then, it is followed by mechanics, language use, and the last one is vocabulary. The fluency of students in writing is also improving because every student can write more in post-test than pre-test. It can also be inferred from students' journal writing that the length of their writing is fluent from time to time based on the result of their journal writing.

Second, students' self-efficacy is also affected by journal writing. In general, the average score of students in post-test is higher than pre-test. From thirty three students, twelve reduced their self-efficacy, three students still in the same level, and twenty students improved their self-efficacy. Journal writing affects them variously. Two things that really influence them is performance outcomes and verbal persuasion. The practice and also feedback provided by the teacher may improve their self-efficacy. Students who never submit the journal showed that he has reduced self-efficacy, yet his writing score on pre-test and post-test are above the average with no improvement. The third source of self-efficacy, vicarious experience, also affects three of four interviewees in doing journal writing. Two of them stated that they were motivated by friends who can do writing better and faster, and the other one stated that it reduced her motivation instead.

As conclusions, journal writing was considered as effective tool to teach students writing especially in teaching recount text due to its benefit in improving

students' writing ability. Besides, it also gave effect to students' self-efficacy as students formed their self-belief from the experience in making journal.

5.2 Limitations

This present study is limited in some ways. First, in terms of time. As mentioned earlier, the study was conducted only a month. Second, the participant of this study are only limited for student in senior high school. And the last, the content of this research is only focusing on teaching recount text.

5.3 Suggestions

For further research, the use of literacy such as reading journal can be used as the tool to promote students' writing performance and self-efficacy. As from reading, students may get insight for their writing. Thus, it may increase the writing ability of the students in terms of content and vocabulary, for students will get more ideas and words before they write their own writing. Second, finding unique way and topic so students will not get bored with the topic. Various prompts may also help them to get ideas for their writing. Third, the time of conducting the research should also be lengthened. Hence, the result of the research will find out more effect of journal writing toward their writing ability and self-efficacy. For the pedagogical implications, based on the experience of the researcher, most of students collect their writing when they have the English subject on that day. So, it will be better if the journal is collected on the time that they have English subject in class. Fourth, the feedback given to the students can be given in another form such as language focused feedback. It can probably improve students' writing in terms of language use.