

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusion drawn from the overall research and suggestions for further research and teachers.

5.1 Conclusions

In the context of the EFL teaching, writing skill seems the most difficult and complex skill compared to the other three skills. This makes writing is terrifying to EFL learners. One of the reasons why writing considered so frightening was that learners believe that in writing a certain topic, a writer should possess abundant knowledge of the topic. Not to mention the language knowledge the writer should master. Writings last forever, so even small mistakes are memorable. Lack of knowledge leads to low confidence, so when it comes to writing, having little or no knowledge about language use or about certain topic will drag someone away from even scratching a word with his pen.

Among many factors that cause the mastery of writing skill was so hard to achieve, was the strategies used in teaching this skill. Conventionally, the teaching of writing was separated from the teaching of other skills. Whereas actually, the four skills are not separated, they are connected to each other and in fact, they can support each other's development. When this statement was realized by many educators, the theories and strategies in teaching integrated skill were born. One of the theories coming from the integrated skills principle is reading-writing connection.

This research was intended to investigate whether detailed reading strategy could students' achievement in writing. The students were given a number of texts that they should read and eventually discuss to make sure that they absorbed the knowledge provided by the texts. It was expected that detailed reading of those texts would improve their writing achievement. Although in a glance this research might seem twisty, since the treatment was all about reading while the tests were in form of writing, but that was actually the point of reading-writing connection principle that supported this research.

In conducting this research, pretest and posttest were administered to both experimental and control group. While the treatment, which involved detailed reading strategy was given only to the experimental group. At the end of the treatment period, a set of questionnaire was given to experimental group to investigate their response toward the treatment and gaining more information about their experience in both reading and writing. The results of pretest and posttest in experimental group were studied deeper to investigate how and to what extent the detailed reading strategy improved their writing achievement.

The result of the data analysis showed that the mean of the experimental group was higher than the mean of control group after the treatment. It can be concluded that there is significant improvement of students' writing achievement in the experimental group who received detailed reading treatment. Based on the statistical computation, it can also be concluded that detailed reading strategy is effective in improving students' writing achievement.

In relation to the research questions number two and three, the data resulted from this study showed that detailed reading strategy improved students' writing achievement by giving them knowledge and model in five aspects: content, organization, vocabulary, grammar and mechanics. The five aspects improved in varied distribution. Organization and content aspects improved significantly, since the treatment provided them with knowledge of the topic and gave them chance to respond critically toward the topic. This stimulated the students to be a smart reader and writer. The students also learned and adapted the proper organization of narrative text so they could produce their own text with appropriate structure. Furthermore, the students adapted the style they learned from the texts given during the treatment and applied the style to their writing and made the whole text more sophisticated, natural and interesting to read. The other three aspects improved as well although not as significant as the aspects mentioned earlier. Mechanics aspect, for example, was shown by index gain that the score increased, yet the result of document study showed that there were not much of improvements found in this aspect. One of the factors causing it is the range of scoring in mechanics aspect that was only from 0 – 5. It became difficult to the raters to give higher score in posttest if there was only little improvement found.

To sum up, detailed reading strategy is an effective way to improve students' writing achievement as it provides the students with knowledge and model in five aspects (content, organization, vocabulary, grammar and mechanics). Among the five aspects, content and organization are the aspects that improved significantly.

5.2 Suggestions

Having finished conducting the study, the researcher proposed several suggestions for further study related to detailed reading strategy in improving writing achievement.

The first is for the sake of the effectiveness of the study, the writer suggested that the research should be well planned. Unexpected things should also be anticipated by preparing back-up plan in case something goes wrong.

It is also suggested that the scoring process of pretest and posttest is conducted with the presence of all the raters and not done separately. This is to keep the scoring process controlled and to avoid inaccuracy in giving score.

For the English teachers, the writer suggested that the students are given the freedom to choose the topic they like. They can also provide themselves with the knowledge sources they searched. In conducting critical discussion, encourage the students to speak their minds because the students will develop their thinking pattern as they are engaged in the discussion.

Since the implications resulted from this study regarding to reading-writing connection were very positive, the writer suggested that teachers develop teaching methods based on it not just for the sake of writing, but also for the sake of reading. In addition, teachers can also adapt the principles of integrated learning applied in this study to create a new technique in teaching other language skills.