

CHAPTER V

CONCLUSION AND SUGESSTION

5.1. Conclusion

5.1.1. The Implementation of Writing Activities Implemented by Teacher and Students

In term of an analysis in the implementation of writing activities at Junior High Scholl, based on the study can be concluded that:

1. The activities that can be applied to introduce the writing topic (Pre-writing) are questioning and explaining activity, and visualization activities by watching video, arranging random sentences, also using pictures.
2. The activities that can be applied to students in getting idea are visualization by using pictures and arranging random sentences.
3. The activities can be applied to the students when the students do their task (whilst-writing) are guiding, conferring with students and giving suggestion by walking around the class.
4. The activities can be applied to revised students' tasks (Post-writing) are asking the students read paper in front the class, giving mark by circle marks and cross out marks in students' task.

5.1.2. The Students' Perception Toward Writing Activities That Given By Teacher

In term of an analysis of the students' perception toward writing activities that given by teacher at Junior High School, based on the study can be concluded that: 1) in introducing the material or topic the students more interest when the teacher gave visualization by watching video and pictures, 2) in getting the idea, the students got easier in making simple text from 4 to 5 pictures, 3) while the students are writing, they felt helped when the teacher gave suggestion, guided them in making good paragraph, and conferred with them individually, 4) in giving feedback, the students prefer to get written feedback by giving mark to their paper because it made them understand more.

5.2. Suggestions

5.2.1. To the Teacher

1. To introduce the writing topic, it will be good for the teachers combined two activities that were video and questioning because the students would give their full attention to those activities.
2. To get the idea, it will be good if the teachers gave 4 or 5 different pictures, or asked the students to tell about their real experiences. So, the students could do their task easier and did not feel bored.
3. To check students' task when they were writing. It will be good for the teacher to monitored, giving suggestions, and guided the students by walking around the class and kept the class situations

became peaceful, so that the other students could not be disturbed by the class situations.

4. To revise the students. It will be good if the teachers gave written feedback with marks so that the students could know their mistakes. Which one that should be added, which one that should be changed and which one should be deleted.

5.2.2. To the Students

1. To keep class situations when they did the task and tried to look for in dictionary first or other electronic dictionary if they had difficulties because they would be easier to remember it.
2. To keep their attention to the teacher while the teacher gave explanation and other activities because it would be useful for them in doing the teaching learning process.

5.2.3. To the Further Researcher

It will be better if there were more researchers which analyze about teaching learning activities in writing skill, reading skill, listening skill, or speaking skill even all skills of English subject because it could be a literature for EFL teacher to make English teaching learning more interesting and become a favorite lesson for students in Junior High School.

REFERENCES

- Anderson, Carl. 2010. *Conferring With Student Writers*.
- Bachani, Mohini. *Teaching Writing*.
- Bondao, Rongrasamee and friends. 2008. *Understanding Cultural Influences in Students' Approaches to Learning and Learning Style*.
- Christmas, Bradley. *The Role of Brainstorming in Improving Students' Writing Performance in the EFL Classroom*.
- Exley, Beryl. 2005. *Learner Characteristics of Asian EFL Students: Exceptions to the Norm*.
- Ghaith, Dr Ghazi. 2002. *Writing*. From http://nadabs.tripod.com/ghaith_writing.html#draft accessed at February 21, 2013.
- Hancock, Beverley. 2002. *An Introduction to Qualitative research*.
- Hariani, Nova. 2013. *The Effect of Clustering Technique toward Writing Recount for Eighth Grade Students*.
- Harmer, Jeremy. *The Practice of English Language Teaching*.
- Iswati, Dwi. 2011. *A Study of Teaching Writing Using Contextual Teaching Learning Strategies at The 8th grade of SMPN 1 Balongpanggang Gresik*.
- Karan, Mark E. *A Sample Introduction to Qualitative Data and It is Qualitative or Quantitative Analysis*.
- Khalil, M Faruq. *Teaching Writing to Past-Secondary Students: Procedures and Technicalities in an EFL Classroom*.
- Mogahed, MM. 2013. *Planning Out Pre-Writing Activities*.
- North, Sarah. & Pillay, Hannah. (2002). *Homework: Re-examining the Routine*. ELT Journal Vol. 56/2: Oxford University Press.
- Novera, Isvet Amri. 2004. *Indonesian Post-Graduate Students Studying in Australia: An Examination on Academic, Social and Culture Experiences*.

- Piovesan, Marta Cristina. 2005. *The Importance of Free Writing in Teaching English as a Foreign Language: a Case Study in a Brazilian Classroom*.
- Schimdt, Dennis A and friends. 2011. *K-6 Literacy Learning Activity Types*.
- Siregar, Kartini. *Using CDO Strategy in Teaching Writing a Narrative Text*.
- Solés, Carmen Bombardó and friends. *Technical Writing: A Guide for Effective Communication*. Edicions UPC
- Spivey, Becky L. 2006. *What is The Writing Process?*.
- Syifaiyah, Inti Nazilah. 2012. *The Implementation of Writing Homework for Students at SMP Muhammadiyah 4 Giri*.
- Tafari, Vilma. 2009. *Teaching English Through Mass Media*.
- _____. _____. *Brainstorming Exercises*. TLC Teaching and Learning Center. University of Washington Tacoma. [Http: \\TLC_Services\Writing\HANDOUTS\Brainstorming Exercises.docx](http://TLC_Services/Writing/HANDOUTS/Brainstorming_Exercises.docx) accessed at February 26, 2013.
- _____. 1998. *English K-6 Modules*. Board of Studies New South Wales.