CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions which discussed from the previous chapter. It also presents the suggestions to improve the success of teaching writing using EGRA.

5.1 Conclusion

The implementation of EGRA between Josephine and the English teacher had different steps, but those could still give better contribution as the idea of EGRA implemented. Josephine's theory had steps those were: students divided into some groups, every student wrote a sentence, and the other students must continue the sentence, the teacher offers example and the students analyzed, the teacher did discussion, the teacher asked the students to write a text by individually, the teacher reviews the material and gives homework. The entire research finding, the teacher gave 2 additional steps such as the teacher asked the students to write a key word and the teacher swapped the paper in another group because the student' background knowledge had different degree for each student then the situation was dynamic. The teacher combined the activity based on the students' ability. It was very important to the students to remember some vocabularies which was used and made them more understand about using grammar first. Ideally the application of EGRA could be combined with some innovative additional steps if the situation and condition was required without

losing the steps of EGRA itself, thus even there were additional steps, the positive implication of EGRA was able to be seen.

The problems which often happened were: a). the students were noisy so that they did not focus on the teacher's explanation. b). any sentence which is written by students did not connect with the others. c). Most of the students were difficult to understand in using grammar.

The solution that has been done by the teacher to solve the problems were: a). the teacher called the student's name, gave a signal, asked the students to keep silent in a strong voice and did interactions such as conducted vocabularies game. b). the teacher asked the students to write key word first one by one in order that the sentence which is written could connect with the others. c). before implementing EGRA, the teacher decided the grammar which would be used so that the students would focus on one of the tense or grammar that is explained by the teacher before.

The questionnaires showed that most of the students liked EGRA in the writing class. It meant that students' responses to EGRA which is applied by the teacher were very positive responses. The students were enthusiastic and enjoyed in writing class through EGRA.

5.2 Suggestion

Based on the findings of this study, the researcher gave some suggestions in order to be useful in improving the teacher creativity in teaching writing in using EGRA.

1. Suggestion for Teacher

a. Teacher should give some pictures to the students to help his or her students to write a story. Then, the students will write a story based on their creation and imagination.

b. Teacher should give the explanation to the students about the aims of this activity. It is important in order that the student feel that they do something useful and are motivated to learn English.

2. Suggestion for Next Researchers

The researcher hopes that there will be other researchers apply this method in high level such as senior high school or university because they have more ability in vocabulary and grammar so that it can be used in different skill such as speaking. If next researcher wants to continue and develop this study in the same field and skill, it will be better because the researcher realizes that this study is far from perfect.

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