

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusion

Based on the data analysis and testing hypotheses, it can be concluded that:

1. The students' achievement in argumentative writing taught by using both of the strategies does not significantly affect the students' achievement.
2. The achievement in argumentative writing of the students with positive and negative self efficacy significantly affects the students' achievement.
3. There is no an interaction between the instructional strategies and self efficacy to the students' achievement in argumentative writing.

5.2. Implications

The first of this research reveals that the students' achievement in argumentative writing taught by using both strategies is not significantly affect the students' achievement. Thus, a strategy application is not the major solving problem in improving student's achievement in writing. There are any other factors affect why the students are less competent in writing. May be, we need to focus on the students' vocabulary mastery and the English structure before asking them to start writing, since English functions as a foreign language in Indonesia. It will be the homework of all English teachers to find out the way to improve the students' achievement in argumentative writing.

The second finding of this research reveals that the achievement in argumentative writing of the students with positive and negative self efficacy significantly affects the students' achievement. It implies English teachers to pay more attention to the students' self efficacy so that the students can obtain better learning achievement in writing.

Finally, the third research finding of this study reveals that there is no an interaction between teaching strategies and self efficacy. There is no connection between a strategy application and the students' self efficacy. So it implies that all English teachers should consider any other factors to find out the way to improve the students' achievement in writing.

5.3 Suggestions

In line with the conclusions drawn, it is suggested that:

1. Before an English teacher apply a writing strategy in Indonesian school. It is a must to consider any other factors that affect the students' achievement in writing, since English is not the second language in Indonesia. English teachers should find out another way in their attempts to improve students' achievement in writing argumentation.
2. The achievement in argumentative writing of the students with positive and negative self efficacy significantly affects the students' achievement. Therefore, the teacher should pay more attention to the students' self efficacy so that the students can obtain better learning achievement in writing.
3. English teachers should pay more attention to students' need in improving their ability in argumentative writing.