

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

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

1. Students' achievement in writing taught by using Content Based Instruction is higher than students' achievement taught by using Task Based Learning Teaching.
2. There is different of students' achievement in writing descriptive text between students with high and students low self concept.
3. There is a significant interaction between teaching method and self concept on students' achievement in writing. Students' achievement in writing is influenced by teaching method and self concept. The result of statistical testing by using Scheffe-test indicates that students with high self concept are more effective taught by Content Based Instruction.

5.2 Implications

The first finding of this study implies that many English teachers apply ineffective teaching methods in teaching writing because many students do not have written and spoken ability in communication, they can not speak fluently and compose a good writing. Thus, teachers should apply varieties of teaching methods. The first finding of this research proves that Content Based Instruction

and Task Based learning Teaching methods significantly affect students' achievement in writing. Students taught by using Content Based Instruction have better achievement in writing than students taught by using Task Based Learning Teaching.

The second finding of this research implies that many teachers tend to apply one way in teaching. They are not aware that the ways of students in learning are different. They have their own way in studying. Using only one learning style makes students boring and uncomfortable so they can not achieve their optimal achievement. In the classroom, many teachers sometimes do the things that the auditory like, especially when they teach writing. For example, they ask students to do the work sheet books without guiding them. In addition, teachers tend to teach in their own way. They sometimes ignore the tasks of writing that given in the text book. They only discuss reading text.

Finally, the third research finding of this study implies that teachers apply teaching methods that are not suitable with students' self concept. Students who have high self concept are applied techniques that involve lecturing and taking note and of course they do not suit their self concept. As a result, they are not satisfied with their achievement in writing. The third finding of this research indicates that students taught by teaching methods that suit their ways of learning get better achievement.

5.3 Suggestions

In connection with the conclusions and implications, it is suggested that:

1. Teachers should test their self concept in order to create good teaching methods in teaching learning process.
2. English teachers should apply Content Based Instruction and Task Based Learning Teaching to enhance, retain and retrieve foreign words.
3. Teachers should test their students' self concept in order to suit teaching methods in order to increase their achievement in writing.
4. Workshops must be provided to make English teachers more familiar with effective writing teaching methods.
5. Both students who have high and low self concept should be taught by Content Based Instruction.
6. Task Based Learning Teaching is more effective to be applied to students who have high self concept.
7. Teacher should motivate students to write because through writing, they can increase their vocabulary, to develop their ability to write well because by intensive and extensive writing, their horizon will be broadened.