

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1.1 Conclusions

After analyzing the data, conclusions are drawn as the following:

- (1) Female students at Saint Thomas 1 did better for the narrative and analytical exposition genres analyzed based on generic structure, and lexico grammatical. For narrative genre, male students only did better for the generic structure. However, for the analytical exposition either for generic structure or lexico grammatical features, female students did much better than male students for over all. For the social function of both genres, both female and male students didn't have different competencies at all.
- (2) High interest, confidence, abilities to produce words, and to write quickly apparently affected their writing competency. Male students did worse than female students because they had less interest. For individual confidence, the researcher could sense that there were 72.7% male students who didn't follow the writing process at all. Most of them felt quite confident that they could produce their essays without planning, drafting, evaluating and revising. For the time allocated between 30-45 minutes, apparently 13.6% male students could finish their analytical essays in 30-35 minutes, but 9.1% could finish in 30 -35minutes for narrative genre. Though, they started writing their essays after the female students had been writing for a few minutes, there were still male students who could finish earlier .They were busy listening to music but they could write with more words because of the music influence.

(3) The reasons for their different competencies are: Male students had never been motivated by their own parents to write better and given English literature books to read. They had worse attitude towards writing subject. This might happen because they experienced worse method of teaching for writing subject from their writing teachers than female students. On the other hand, female students could achieve that stage because they had ever been supported by their parents to be professional writers. Some of them were ever provided with books concerning with literature like English novels and they also had high interest in learning writing and they were taught more grammar before that's why they know more linguistic skill and these also changed their attitude towards writing.

## 5.2 Suggestions

In relation to the conclusion, suggestion are stated as the following:

(1) a) The teachers' methods of teaching for writing subject should be improved especially for teaching linguistic skill. Teachers may not teach their students grammar separately from contextualizes writing with inappropriate use of interventions, misuses of writing work and criticism of failure of school. However, the following is a list of selected teaching practices by Charles Whitaker, Ph.D. that are well recognized in the profession as being effective in helping students develop as writers. Establish a positive atmosphere for writing

It is important in teaching writing for teachers to create a positive environment for writing, an atmosphere of mutual respect, positive regard, safety. Teachers often draw on our profession's understanding that, especially with young

adolescents, engaging students' senses and emotions, for example, through a colorful room, artwork, and music, is a way to hold students' attention and make them feel comfortable. Encouraging students to talk with each other and allowing them to move occasionally from their seats to participate in an appropriate task or project can help, especially with middle school students. Respect for and among students is essential for a positive environment. Respect for students, their ideas, emotions, cultural backgrounds, interests, concerns, etc. This respect is modeled by the teacher in a variety of ways and is expected in the interactions of students.

#### Teacher as writer

Ideally, writing teachers are practicing writers. By sharing their writing—particularly when it's in draft form—teachers model respect for themselves, for their students, and for the act of writing itself. They communicate that they are part of the writing community in the classroom and in the world at large and that they feel safe sharing this part of themselves. Organize for writing.

Though teachers will be flexible to help their students and meet instructional goals, they also are thoughtful and systematic in organizing for writing. Organizing, of course, refers to planning the curriculum as well as the classroom activities and routines, practices established to help student develop as writers (and usually as readers and learners in a study area). Often teachers are required to address certain standards and assessment, and in organizing for writing, they keep these curriculum needs/goals in mind. A meaningful approach to writing. A third important way of organizing is through selecting a meaningful approach to writing. Teachers draw on their experience, on their understanding of their students, and on professional literature to select an approach that will be

effective. Teachers might, for example, decide to use a multi genre approach or an approach based on immersion in literature.

Arrange for meaningful-to-students reasons to write.

Teachers must think carefully about the approach they will use to arrange for students to write for meaningful purposes. True, it may not be easy to determine what will engage all students, and, true, some students are reluctant to write, but teachers should strive to “invite writing” to improve the odds that all students will be engaged and interested in writing. Reading and talking about a variety of genres are important practices, and a variety of other practices can stem from this reading. Teachers can help students develop as writers by encouraging students to apply the techniques and characteristics of materials they read. Teachers can construct mini-lessons drawing on reading materials, and they can ask students to identify in the reading material important features they can apply in their own writing

b) People who read a lot will be easier to write essays. In order to write a particular kind of text, it helps if the writer has read that kind of text. In order to take on a particular style of language, the writer needs to have read that language, to have heard it in her mind so that she can hear it again in order to compose it. Students should also have access to and experience in reading material that presents both published and student writing in various genres. Through immersion in a genre, students develop an internalized sense of why an author would select a particular genre for a particular purpose, the power of a particular genre to convey a message, and the rhetorical constraints and possibilities inherent in a genre. Students should be taught the features of different genres, experientially not only

explicitly, so that they develop facilities in producing them and become familiar with variant features. If one is going to write in a genre, it is very helpful to have read in that genre first.

(2) a) Listening to music while writing can make us write with more words. Listening to music facilitates the recall of information. Researchers have shown that certain types of music are a great "keys" for recalling memories. Information learned while listening to a particular song can often be recalled simply by "playing" the songs mentally. Music becomes stimulus for students who try to express themselves by writings (Brown & Brown, 1997 and Donland, 1976).

b) We should follow writing processes in order to get better result like: *planning, drafting, evaluating and revising*.

(3) a) Parents' supports are very important for students who are still in the process of learning. Students' attitudes towards writing should be guided all the time by their teachers. Their families particularly their parents should always support them. Parents should let their children know that one of the most important academic skill a child can acquire is writing. Being able to write well and concisely can help a person to succeed, both academically and in the job market. And as with other subjects learned in school, writing skills can be improved when integrated into a child's home life.

b) As a parent or guardian, you naturally want to help the children become a good writer so that they will have the ability to communicate in a clear, effective manner. One simple way to help a child reach this goal is to make as many connections between reading and writing as possible. For instance, books that they enjoy reading and that are well-written can provide examples of good writing

such as well-written sentences and paragraphs, which they can use as a guide to improve the children's quality of writing. Help support the efforts of your child's teachers at home by using a writing process chart. The writing process involves a few simple steps that are used as a guide for creating well-developed writing skills. In other words, the writing process ensures that the writer expresses what he/she means to articulate by helping the writer avoid senseless errors

Teachers and parents should provide students literary books to read because literary books help students a lot. Good literature exposes children to correct sentence patterns, standard story structures, and varied word usage. Students can improve their English with the interesting context, and all children benefit from new vocabulary that is woven into the stories. Then, we do not learn to be great writers just by writing, but by studying the writings of greater and more experienced writers than ourselves. The more great writing the students read and the more intensely they will interact with it, the more your own writing will improve.

(c) Attitude is very important in language learning, instructional activities and materials should be exciting, stimulating, and interesting to learners. Moreover, teachers should pay special attention to the attitudes students bring to second language learning as teachers may have to overturn stereotypic or negative views toward the target culture, language, people and language learning process.