

CHAPTER V

CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES

This chapter summarizes the findings from the previous chapter which are presented as conclusions. In conclusion, the researcher summarizes the results of the analysis to answer the research questions. In this chapter, the researcher presents recommendations, suggestions, pedagogical implications and limitations.

1.1 Conclusion

The purpose of this study was to determine students' beliefs about the development of writing skills. This research was conducted at a university in Kendari involving 20 second semester students from EFL students. The data in this study were collected using reflection sheets which were analyzed to obtain research results.

The results of this study describe two aspects of the findings, namely students' negative and positive beliefs about learning writing skills. In this study, the researcher found that there were several student beliefs regarding difficulties which were believed to be challenges for students in learning to write. However, in addition to these challenges, the researcher also found that there are several

efforts and strategies that are believed to help students in developing their writing skills. EFL students believe that the way to develop writing skills is very functional. Based on the results of data related to the beliefs of EFL students regarding things that are considered difficult and a challenge during the learning process in writing class, it shows that as many as 18 students believe grammar is the biggest challenge in learning to write. As many as 18 out of 20 participants had the same statement that grammar is the most difficult thing in learning to write. These 18 students believe that the most difficult thing in grammar is the placement of correct grammatical rules such as the use of past, present and future sentences, etc. In addition, there are 7 students who also believe that apart from grammar, the most difficult thing in learning to write is the lack of knowledge. This insight is believed to affect the quality of students' writing, where students believe with limited insight they will have difficulty developing ideas, this causes their writing to look less attractive.

Therefore, the lack of insight is one aspect that is considered by students as a challenge in writing activities. Furthermore, behind the findings of the researchers regarding the difficulties and challenges of students in writing skills, especially in learning English, student data also presents findings related to efforts or strategies that are believed to be solutions to the problems experienced by students. The findings show that as many as 11 students believe that reading can help them develop writing skills. Students believe that reading articles, journals, and other reading materials can add insight as well as increase the vocabulary of new students. According to Linuwih & Winardi, (2018) Reading habit is regarded

as the most influenced factor in writing since people usually find out new ideas, facts, information, knowledge, and experience from reading activity. Besides that, academic writing has integration with reading because reading is one step of writing process that functions to collect information (Khoirunnisa, 2018). Many studies found that to learn how to write students need to read. By reading they could increase their vocabulary and their confident in writing as well (Maula, 2005). Reading habit is regarded as the most influenced factor in writing since people usually find out new ideas, fact, information, knowledge and experience from reading activity. Belkhir & Benyelles (2017) exposed the EFL learners' essay writing difficulties at Tlemcen University.

Their study found that one of the difficulties in English writing faced by the learners is due to lack of reading. Learners who have larger receptive vocabulary are likely to know more of those words productively than learners who have smaller receptive vocabulary (Webb, 2008). This shows that those who read more acquire more of the written language. In addition, reading as a receptive skill is connecting to writing as a productive skill because they have the similar essential goal (Moran and Billen, 2014). Furthermore, Khoirunnisa (2018) stated that academic writing skill has integration with reading because reading is one of the steps of writing process functioned to collect information.

In addition to reading as many as 12 students, they also believe that by practicing writing a lot students can get used to exploring their writing skills with creative ideas, so that students are also able to apply their vocabulary so that students believe that the more they read. Practice writing, their writing skills will

further develop. In Kartawijaya's research, (2018) said that by practicing it is expected to be a simulation of students' writing skills and giving good expression in their writing, without practice it is very impossible to get good and structured and effective writing. Besides reading and practicing writing, 6 students also believed that enriching their vocabulary would make it easier for them to write. It is also believed that students are one aspect of being able to develop their writing skills. The reason is that by having a treasury that many students are able to write without being hampered and relying on a dictionary, besides that, the large number of vocabularies that students have can easily help students explore their ideas. According to Suharni, (2016) in his research said that vocabulary is the most important thing in language learning, especially foreign languages. The reason is that in writing activities, vocabulary is one aspect that must be considered because vocabulary includes all the words that people know and use in writing.

Writer must know the vocabulary they will choose to make clauses, sentences to paragraphs. Therefore, this vocabulary is important in academic writing. Students should enrich their vocabulary as much as possible by relying on various kinds of efforts, namely by listening to songs, reading articles, and also searching and making separate notes for new vocabulary they encounter every day. Thus the vocabulary of students will increase.

From several aspects of students' beliefs about efforts to develop writing skills, there is another aspect which shows that as many as 7 students believe that using learning media such as Google and YouTube can also play a role in helping

develop their writing skills. Students believe that using online learning media such as Google and YouTube is the main means to find some references such as video content and articles related to academic writing, listening to seminars or English songs to increase vocabulary and also insight, besides that online learning media can also help students to know more knowledge and also references. That way, the benefits that will be obtained by students are that students can improve their vocabulary, add insight, and also knowledge related to academic writing so that of course it will be very helpful in improving their writing skills.

1.2 Limitation

This research is certainly far from perfect, in collecting data, researchers should use face-to-face interviews as an additional instrument to obtain more detailed information. However, this was not done because the conditions of the students were not conducive. From the data provided by students, some students did not look serious in filling out the reflection sheet, it could be due to busyness or lack of attention so that some of the information obtained lacked detail. Then an interview test is needed as an additional instrument. According to Sandelowski (2002), face-to-face interviews are the most common data collection tool used in qualitative research. It is best to use one-to-one interviews to gather information about learners' beliefs. Related to the results of this study, there are also some limitations in this study, namely related to the research focus.

This study only focuses on students' negative and positive beliefs about their English learning process in writing class. In this study, the researcher only discussed the difficulties that students believed to be their challenges or obstacles in writing activities, besides that this study also discussed the efforts that students believed to be

supporting aspects in developing their writing skills. However, from the results of the study, there were shortcomings that were not discussed and explored by the researchers, namely information related to students' perceptions or responses about how effective the aspects believed by students were in developing their writing skills during the English learning process. In addition, the researcher did not dig up additional information about the comparison of students' beliefs in semester one and semester two, whether there were changes and shifts in beliefs or were they still the same as the previous semester.

1.3 Recommendation

Based on the findings of this study, the researcher recommends to institutions and students based on the results of this study regarding the development of writing skills. From the results of the most data that reading and practicing writing are solutions that can be used as references to help develop the quality of writing specifically for teachers and for EFL students. Reading and practicing writing are believed to be able to improve several aspects needed to improve the quality of writing, for example, such as vocabulary, grammar skills, insight and creativity in building ideas.

The habit of reading and practicing writing will be a support in the development of learning and teaching students and teachers in the future. In addition to reading and practicing writing, the researcher also offers two other aspects such as vocabulary enrichment and learning media. Vocabulary enrichment is believed to help students improve the quality of their writing. According to Gunawan, (2019), writing requires good vocabulary mastery.

Vocabulary enrichment can be done by making a list of new vocabulary notes, reading articles related to information about writing or international journals, listening to songs or watching movies using applications that can be used as online learning media.

Thus students are able to develop all aspects of the English learning process starting from knowledge of grammar, reading and writing. This is very important for students to know, especially EFL students. Researchers suggest to EFL students that the more practice, the better the results. Lack of reading or writing practice can hinder the learning process. As a result, students will lack insight and knowledge in developing their writing skills in EFL learning. Therefore, when studying, it is important for students to practice a lot wherever and whenever they need, and not only in the classroom but also outside the classroom so that their abilities are always trained until development occurs.

According to (Ramirez, (1995) in Agusta, (2014)) writing is a skill that requires a process in expressing ideas or opinions written on paper or other media. So, it is very important for students to improve their writing skills in several ways. The researcher hopes that this paper can provide information about several ways that can improve writing skills.

1.4 Pedagogical Implication

Based on the findings, it shows that students' beliefs about writing skills in learning English vary greatly, especially from the challenges and difficulties experienced by students to solutions that students believe are able to overcome and help develop their writing skills in the process of learning English. It was found that as many as three aspects that students believe as obstacles and challenges for them in learning to write, the first is an understanding of grammar, the second is limited insight, and the third is the limited vocabulary. Besides that, there are four other aspects that are believed to be able to develop students' writing skills, including reading a lot, practicing writing, enriching vocabulary and also using media.

It is hoped that this will help students, especially EFL students, to implement the findings of this study in their English learning process. In addition to students, researchers also hope that this research can be a reference for EFL teachers to apply the results of this study as a teaching method in the classroom, where teachers are able to create teaching methods that can help students hone their skills by increasing knowledge about grammar, increasing students' vocabulary, and also makes students have the habit of always reading so that students' insight is broad, their vocabulary and grammar skills are increasing. That way this research can be useful for both teachers and students in an effort to

improve the quality of student learning in the field of writing, especially EFL students

