

## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

This study is intended to investigate how to apply memories strategies when writing essays. This finding revealed that using strategies memories when writing essays, students used different strategies to make it easier for them to write. The use of strategies memories not only helps students in developing ideas but also in terms of grammar. From the results of the regulation, it was stated that students mostly used greating mental linkages strategies when writing essays. Some other students used strategies apply images and sound, reviewing well and employing actions. In addition, students said that the use of strategies when writing can link ideas with references that have been read related to the essay topic so that their writing is more varied.

Limitation in completing the results of the study, the researcher found an obstacle during data collection, namely the researcher only used reflective journals in collecting the data. Researchers should add interviews with students to get more details about their experiences of applying memories strategies when writing essays. This is because students are still confused about answering questions from reflection, for example some students answer questions but the answers are not related to the question and the answers are very short. It would be

better if the researcher explained how to answer reflectively first. So that students can provide reliable answers from journal reflections.

Finally, the researcher did not carry out direct learning activities so that the information obtained only referred to reflective journals, which means that in this study only information was obtained from students' answers through reflection. Meanwhile, the researcher did not directly observe students' activities in applying memory strategies when writing essays. In future research, it is hoped that several stronger or different research methods can be applied that can more effectively overcome the limitations of the research above.

## **5.2 Recommendation**

This research has more important rules that must be agreed especially for teachers, students, as well as other researchers. Based on the results of the discussion above, several suggestions are presented for the application of memory strategies when writing essays. Some suggestions or recommendations for this research are as follows;

First, the researcher suggests that teachers use several teaching methods which refers to abilities and skills. The ability to remember students can be said to be a child's skill in interacting with the surrounding environment through information that has been previously obtained. By using this learning method, it increases the development of students so that they are not only memorizing students, but can think critically, analytically, and logically. Second, for students, they must build their communication skills when discussing in class. Good

communication skills will make students more confident in expressing opinions or answers when the teacher asks questions. Students must also be diligent in reading because diligently reading students' writings will be better and varied.

In addition, they can think more critically with what they hear and read. In addition, memory strategies are also believed to make it easier for students to remember things or recall old memories. Third, other researchers should improve their research strategies when conducting research on students because this research still has shortcomings. Other researchers can take this research to another level.

### **5.3 Pedagogical Implication**

The results showed that the use of memory strategies when writing essays. They used varied memory strategies, but the dominant students used strategies to create mental relationships.

First, memory strategy is a method that is often used when writing because the words used will be in context and easy to understand, grammar is more organized.

Memory strategy is a strategy for relating information over time through receiving, storing, and retrieving information. Second, not only receiving and retrieving information, students can also think critically for their writing. For other researchers, this research can be an inspiration for other researchers to develop research on the application of memory strategies.