

CHAPTER V

CONCLUSIONS

A. Conclusions

The current study was carried out to investigate and describe the use of writing strategies by students in English Department of Muhammadiyah University of Kendari, as well as their perception on the usefulness of those strategies. From the result and the discussion of this study, it revealed to some conclusions.

First, the use of writing strategies for this particular sample fell in the medium level, means the students sometimes used the strategies in their writing activities. The most frequently used is metacognitive strategies. In addition, more strategies were employed by students in the whilst writing stage compared to other stages. This is in line with the importance of this stage in writing process, which involved more activities of drafting as well as revising, since they are time consumed, need more patience and trained instruction.

Second, all writing strategies were employed by all participants. However, different types of writing strategies were employed by certain participants more frequently than others. So, the difference was only found in the type of strategies used in every writing stage.

Third, students' perception on the usefulness of writing strategies were

affected by their experience in applying those strategies. The students perceived the writing strategies as sometimes useful in their writing process. Therefore, more often students use the writing strategies, the better perception they perceived toward those strategies.

Fourth, the particular sample of this study preferred more writing strategies in the stage of while writing. Despite the lack of writing strategies used in both pre-writing and revising stage, the participants perceived that the writing strategies were useful in their writing activities. Therefore, it is important to promote the students to use more strategies in every writing stage. However, the teachers also need to be aware of the students' difficulties in writing and allow the students to try out appropriate strategies that work for them.

B. Implications

The results of this study have helped in highlighting the importance of writing strategies which have been reported by other researchers (Da Silva, 2015; Chen, 2011; Liu, 2015). Since the students of this study are reported to rely their writing activities on their teachers instruction, the teachers needs to know their students difficulties in writing and recommend the type of writing strategies which can help them to improve their writing skill. Therefore, the results of this study help the teachers and students to facilitate a better understanding and awareness on the use of appropriate writing strategies to help them with writing activities.

Moreover, knowing the students preference on writing strategies would help the teacher to design more effective learning activities and challenging tasks which are suited to the level of higher education students.

The result of this study showed less strategies were used by students in the revising stage. Thus, the teachers should introduce to the students the role of revision in the development of a good writing. The teachers could provide some samples of revised works and displayed to the students for them to revise and edit their work. This step should supply enough opportunities for students to practice writing and revise their own work.

As for the methodological implication, this study has adopted Petric and Czarl's questionnaire (2003) to investigate EFL writing strategies. Though the questionnaire has been used by some researchers to describer the students' writing strategies (Zhang, 2015; Maarof & Murat, 2013; Chen, 2011; Baker & Boonkit, 2004), the use of this questionnaire has been also very helpful in determining the writing strategies employed by English Department students in this study.

C. Recommendations

This study focused on English language learners' choice of writing strategies and their perceptions on the use of their writing strategies. Some recommendations were formulated based on the discussion of the results of the

study.

1. Recommendation for students

Writing strategies are important to enable learners to write well in academic contexts . The use of appropriate writing strategies benefit student to eliminate their writing difficulties. Therefore, it is important for students to improve their knowledge on writing strategies. The improvement on their knowledge of writing strategies would allow them to distinguish the appropriate strategies for their writing activities. Moreover, they can foster their writing skill since they can monitor the use of their own writing strategies. Thus, the results of this study are helpful to students in demonstrating the importance of employing writing strategies to write better as well as to improve their English skills.

2. Recommendation for teachers

The importance of writing strategies for students as mentioned earlier, lead to the need of writing strategies training for the students. In this part, the teachers play important roles as the trainer and the instructor. Therefore, they need to know their students' preference on the writing strategies, as its beneficial to help the teacher in designing classroom activities as the training for the students to apply the appropriate writing strategies. Brown (2007: 145-147) suggests three ways for English teacher to help the students adopting the learning strategies. First,

teachers can train students become acquainted with and apply strategies that appropriate to their tasks. Second, teachers can aid the students by providing classroom activities and materials that can stimulate the students to use the strategies independently. The last, teachers should bear in mind that some strategies may be more suitable to some learners than to others. Thus, teachers need to help their students to acquire strategies which are appropriate to them. The result of this study would help the teachers to determine the appropriate strategies for their students in writing. Instead of teaching the strategies according to their beliefs, they can start to train students to acquire and apply strategies that they perceived useful for their tasks. Therefore, the teachers need to know their students writing strategy that can help them managing their classroom effectively.

3. Recommendation for further researchers

Based on the result of this study, some recommendations are made for further researchers. They may guide interested researchers in conducting future studies on the use and perceived usefulness of various learning strategies. Dealing with the importance of writing strategies, it is also need to be explored the factors influencing the use of writing strategies. Related to other language skills, further research can be conducted to describe the relation between the writing strategies and other skills strategies toward the students' achievements. The results can determine whether those skills strategies can help students achieve a better leaning outcome or not.