

CHAPTER VI

CONCLUSION AND SUGGESTIONS

In this chapter, the writer would like to conclude what she has discussed in the previous chapters and give some suggestions that may be useful and will be a contribution for the SMA teachers teaching English in their efforts to promote the students' writing ability.

6.1 Conclusion

Ideally, the main objective of language learning is to enable the students to achieve the four language skills, namely listening with understanding, reading, speaking, and writing. By achieving the four language skills, the students can be considered to really acquire the language in the real sense. They can use the language both passively and actively, either in the oral or written forms.

Among those skills, reading is the main objective in English teaching, it does not mean the other skills are neglected. Writing as one of the language skills is also important. It is needed by people not only at school but also in daily activities, such as corresponding with family members and friends, writing reports, taking notes,

writing down feelings, and so on. Besides that, writing is, in fact, a good means to practice language in use. Writing forces students to have enough vocabulary to communicate concisely and properly; it forces them to master sentence structure to state their thoughts clearly and logically; it also forces them, to learn how to arrange their ideas coherently, logically, and convincingly into paragraphs. The close relationship between writing and thinking makes writing a valuable part of any language course.

Actually, at SMA level, in the real sense, the writing skill is not how to write a composition, but rather, how to make use of the language that has been learnt or acquired to write grammatically meaningful English sentences which are then developed into various simple forms of paragraphs or compositions.

In a reality, however, this goal has not been fully achieved. Most of the teachers tend to teach reading as the main goal, besides structure and vocabulary. Writing is the most neglected skill, for some teachers say that the teaching of composition is a harder work than the teaching of other skills in the target language; they find trouble in teaching composition which may arise from the way of giving guidance to the students and also the way of scoring the students' compositions.

Even if the teachers teach writing, most of the time, they just ask the students to fill the blanks with the words given, to chance the words in brackets, or to copy a paragraph by changing the names of the characters, etc. Only a few ask their students to end or to begin a given paragraph in their own words, to write a short passage with the given title, to summarize or to rewrite a paragraph by using their own words. And almost all SMA students' reference books, for instance Bahasa Inggris Untuk SMA 'e', Active English for SMA, Kompetisi Komunikatif Bahasa Inggris, present such types of exercises that they make students frustrated because with all these practices many SMA students have difficulties in putting their sentences down on paper whenever they begin to write. Therefore, the teachers have to know how to overcome the problem faced by the students and how to present writing so that the skill can be enjoyable.

Writing is indeed, a skill in which the students put ideas and things they have learnt, such as grammatical and lexical items on paper in such a way as to communicate themselves to their readers effectively. Thus, by understanding and acquiring the skill of making grammatically meaningful English sentences, the students will be able to write simple paragraphs or compositions. In brief, a composition must be expressed in grammatically meaningful

sentences; otherwise, there will be no composition at all.

However, as it has been discussed before teaching English composition is not easy. It requires training and practice. As such, in the teaching of writing students have to be given practices and be trained by teachers gradually and patiently, because learning to write takes long practice.

Considering all these, the writer intends to present ideas about how to teach grammatically meaningful English sentence as a starting point in teaching composition to SMA students so that they will be able to write meaningful English composition later on.

Sentence building is an activity used by the teacher to train the students arrange words into correct English sentences, then develop them into a paragraph or a composition.

In sentence building, students are given various kinds of exercises. Those are meant to give practices into various levels of exercises in order to discover the additional information about the events thereby gaining valuable language practice from sentences into paragraphs or compositions.

6.2 Suggestions

Having discussed the ideas about how to teach

grammatically meaningful English sentence as a starting point in teaching composition to SMA students and its examples, the writer hopes that these ideas can be of some help for the SMA teachers teaching English. Though, it may be far from perfect for composition teaching, it could improve the way of teaching writing at SMA and eliminate an image of difficulty in teaching writing.

To be successful in helping students write grammatically meaningful English sentences as a starting point in writing coherent logical and convincing English composition. It is suggested that:

1. The students should be trained step by step how to write simple or basic English sentences, then how to arrange them into a paragraph or composition.
2. Composition teaching should be taught or given directly after teaching structure in order to remember and to train the students with the grammatical and lexical items have been or being learnt.
3. Composition teaching should be in the form of controlled composition because the type of composition is suitable for the students who have limited knowledge of the target language.
4. The teacher should be able to divide the limited available time for the teaching of each skill or component, especially for composition teaching.

5. The teacher should prepare the teaching materials and aids well, and he/she should also be patience and give encouragement during the teaching learning activities.

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