CHAPTER VI

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

6.1 Preview

This last chapter presents the conclusion of the study, pedagogical implication, its limitation. Besides, the suggestions for further study are also given.

The purpose of the study is to 1) design supplementary process writing materials to assist the writing classes mainly for undergraduates majoring in English at Naresuan University, Phayao Campus, Thailand, 2) to provide effective samples of writing processes and lesson plans for writing classes, and 3) to use the designed materials with the writing classes where the Learner-Centered Approach is applied. Three questionnaires were used to collect data. The 56 second year undergraduate students majoring in English in academic year 2005 at Naresuan University, Phayao Campus, Thailand, were the subjects of the study. Five average levels of degree of students’ interest and awareness of studying writing skills, the degree of performance and opinion toward the process writing, and the degree of students’ opinions toward the process writing were analyzed with Five average levels of degree of students’ interest and awareness of studying writing skills, the degree of performance and opinion toward the process writing, and the degree of students’ opinions toward the process writing were analyzed with Arithmetic Mean. These data were analyzed and computed with Microsoft Excel programme. All items in three questionnaires were rated by using Five point Likert Scale to score the levels of the degree.
6.2 Conclusion

Data analysis from pretest and posttest reveals result from student’s interest and awareness of writing skill from medium level or satisfactory level (2.76) to high level (3.93). The positive result shows that lesson plans with supplementary process writing material assist students to study writing with effective writing activities, adequate opportunity to have group or pair participation. It is obviously shown that mean scores value of both pretest and posttest are noticeable and there is statistically significant difference between the mean score value of these two tests.

The result from questionnaire 2 reveals the students’ performance and opinions toward the process writing in a positive way. The mean score average is 3.45 (medium level). They also gave the additional comments viewing that process writing based on writing process approach and learner-centered approach were very impressive and effective. From very boring skill for them it became interesting activity. The major findings from the data analysis in questionnaire two were as follows:

- Students ranked their opinions and performance toward process writing in positive way.
- Students understood and realized that the process writing is the process which helps students in assisting friends while doing class activities.
- Students realized that they could work in pairs or group well with the process writing techniques.
- Learner’s role was very important in the process writing.
- With the process writing, students felt relaxed and enjoyed.
- Activities were challenging for them
Questionnaire Three presents mean score value of students’ opinions toward the process writing materials. The positive answers from students were given. The mean score average is 3.45 (medium level).

Students also pointed out that materials were relevant to the course syllabus and the lesson plans were supported well with grammatical points, clear and easy explanation. Besides, they suggested the lesson plans with writing material for other different types of composition texts like literature, poems, songs, articles, stories, advertisements, descriptions, letters, etc. In addition, they viewed that materials designed were good in terms of relevance to the course syllabus, in order, good and useful techniques for gathering information prior to the first step of writing. Moreover, the process writing materials also assist students in leading them to study writing skills.

Based on student’s opinions towards the process writing materials used in the class. The major findings can be classified as follows:

- Process writing materials used with the experimental group served students’ need and interest as witnessed by an indication of mean score value.
- Students felt satisfied with the activities based on the process writing in terms of order from easy to difficult.
- Students opined that the contents in the process writing materials are clear and challenging to study, this fact was proved by the high mean score value.
- Students had a chance to work together either pairs or group with the activities designed with the process writing. They felt free to rank their opinions.
According to students’ view towards process writing materials in assisting them to learn, students revealed their positive opinions.

Regarding appropriate time in conducting the process writing materials, students proved the appropriateness of time used in the writing class.

With regard to evaluation forms, most of students presented their opinions towards the process writing materials in a positive indication.

The students positively ranked the view towards the process writing materials in terms of interesting and persuasive features.

The process writing materials remain satisfactorily effective in the sense that studying writing skills can be assisted by the process writing materials.

Evaluations forms are important and useful as far as the students’ reflection and learning the process writing is concerned, Students witnessed this fact from high mean score value.

6.3 Research questions and answers

From the research findings, research questions were answered in positive way. It is very clear from the result of data analysis of posttest (table 2) which shows that posttest mean is higher than pretest meant. (Chapter V, table 5.5) It means that the effectiveness of the supplementary writing materials has changed student’s interest and awareness of studying writing in positive way. This result underlines that student’s interest and awareness of studying writing was changed in positive way with statistically significance.
6.4 Research hypotheses and proof

The proposed hypotheses expected in this study have been proved as indicated in the results of table 5.5, 5.7, and 5.9 (in chapter V), with support of mean value and t-test.

6.5 Implications of the study in writing class

The supplementary writing materials designed based on the principle of Process Approach with the combination of Communicative Approach works well in writing class. First, students work independently and act as writers and editors. Peer feedback, self-editing play a crucial role. In other words, good writers plan and revise, rearrange and delete text, re-reading and producing multiple drafts before they produce their finished document. The Process Approach treats all writing as a creative act which requires time and positive feedback to be done well. Secondly, in process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Writing teachers can design other writing teaching materials by applying principle of Process Approach. Other types of compositions can be taught through the Process Approach.

Research results indicate that students’ awareness and interest are high and writing skill is very essential as far as daily communication is concerned. Besides, students also showed their high interest in process writing materials in assisting writing and highly regarded process writing materials as challenging, persuasive, and effective. The results of the study as implication for classroom teaching can be summarized in the following headings;

1. Effective Writing Assessment
2. Self-assessment
3. Peer –assessment
4. Autonomous learning
5. Effective learning strategies in writing skills.

In addition to this, the results of the present study suggest that the application of the process writing and effective assessment will be useful so far as learning process is concerned. Finally, to become autonomous learners, the combination of effective assessment and process writing will fully assist students in developing their language learning process.

6.6 Limitations of the study

Though the research findings reveal a positive result as effective materials in assisting teacher and students in writing class, the defects or limitation of this study are obvious. First, the supplementary writing materials designed based on the process approach is a time consuming in terms of preparation and design. Moreover, in actual practice, it consumes times to complete each composition text as each has several steps and sub-steps for both teachers and students to follow. Secondly, a teacher may have to patiently wait for the final product. He/she sometimes may interrupt the processes of writing activities. Thirdly, the process approach treats all writing as a creative act which requires time and positive feedback to be done well. If time is not appropriately arranged due to rushing to finish writing course or whatever reasons, there will not be definitely unsuccessful and satisfactory product (written work). Fourthly, the main emphasis of the process approach underlines fluency, not accuracy. It may not be appropriate to employ this process approach in the class in which language accuracy is expected.
6.7 Recommendations for further studies

Since the researcher’s area of the present study is based on writing strategy using process approach, the further studies in the same area should be taken into consideration.

- This data collection was done via questionnaire. The method of gather data by close direct observation or interview should be used.

- Based on students’ suggestions toward process writing materials, the further study should be conducted to design writing material for other types of compositions like note and letter.