CHAPTER IV

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on explanation from the previous chapters, the writer concludes that writing is a complex process in expressing ideas, thoughts, feelings, and judgments about what the students have read, seen, or experienced. Students' progress in other skills will be showed in writing activities. Because of that, learning writing needs special attention from teachers. The writer expects the teacher can create an interesting learning process. The teacher should use an active and appropriate strategy, in order to facilitate students in organizing ideas into sentences and arranging the sentences into paragraphs, thus the activities will produce a good writing.

The writer recommends interesting teaching strategy namely combining of attribute web and unsent letter strategies. This strategy helps teacher and students in expanding students’ generating ideas in creating sentences, organizing paragraphs and also producing a complete writing text. This strategy is expected increasing students’ ability in writing. Because this strategy is designed to introduce how to produce good sentences into coherence and unity paragraphs.

B. Suggestions

Writing is not easy to teach for the students, especially at Senior High School, so that writing needs more attention in teaching learning
process. The teacher should be creative, so the students will be easy to understand and follow the steps of writing process, and then they do not bore during the learning process. Combining of attribute web and unsent letter strategies can be an alternative and interesting strategy to create an active writing process. Thus, the writer proposes some suggestions to the teacher who will teach writing by using combining of attribute web and unsent letter strategies as follow:

1. The teacher should expose some words that are appropriate in relation to the writing text. For example, for the second grade students of Senior High School, the teacher should select some key words that should be developed by the students into a text.

2. The teacher should guide students in each group in using the students’ worksheet, creating the correct sentences and organizing paragraphs. The teachers have to circulate among the group to provide assistance and support participation.