

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions on the basis of the research findings of discussions. The conclusions are addressed to other writer and those who are interested in researching Diary Writing in teaching writing to follow up the research findings of the study.

A. Conclusions

The study was aimed the implementation of Diary Writing in teaching writing at Eleventh-Grade students of MA Hidayatul Insan Palangka Raya. Here the study attempted to answer there were the implementation, the strengths, the weaknesses, and the students' response of Diary Writing in teaching writing.

Based on the result of the study, there are some conclusion which could be drawn as follow:

1. Diary writing was implemented at the eleventh-grade students of MA Hidayatul Insan Palangka Raya. This was showed by the procedures of diary writing as follows: first, in the prewriting activities, the teacher told the students to familiarize write a diary. Second, in the whilst writing activities, the teacher explained about recount text, the teacher taught her students how to write well, the teacher guided the students to get idea and the teacher discussed about the corrections given to the students' diary. Third, in the post writing activities, the

teacher corrected the students diary, the teacher gave suggestion and problem solving and the teacher ask students to rewrite the text based on the correction.

2. The strengths of diary writing in teaching writing were; (1) helping the students improve writing ability, (2) helping the students accustomed in writing, (3) helping the students express their idea freely, (4) helping the students learn to memorize and arrange the words, (5) helping the students more practice in writing.
3. The weaknesses of diary writing in teaching writing were; (1) difficult to selecting the words, (2) difficult to get a good idea, (3) difficult to arrange the words.
4. The students' response in the implementation of diary writing in teaching writing was that gave positive responses when the diary writing was implemented. They were (1) felt happy to learn writing using diary writing (90.09%), (2) agree that diary writing can help improving their writing ability (95.45%), (3) agree that learning writing using diary writing is easy to understand (59.53%), (4) agree that diary writing is a good technique for learning writing (86.81%), and (5) agree that diary writing make more practicing in writing (86.36%).

B. Suggestions

There are some suggestions from the writer to the English teacher, the students, and the next researcher.

1. For the English teacher

English teachers in senior high school were recommended to apply the diary writing in teaching writing. First, diary writing may become alternative technique in teaching writing. Second, the teacher should familiarize writing a diary to students was an important thing. Third, before teaching and learning process, the teacher should designing lesson plan and design the instructional objective. It would guide the teacher to achieve the expected result from her teaching plan.

2. For the Students

The students are expected to have more practice in writing. They also recommended practicing writing by using diary writing. In other words, helping improve their writing, the students could applied diary writing in their daily activity.

3. For the Next Researcher

In this study, the study only focused on using diary writing in teaching writing. The further, researcher was expected to conduct research on diary writing with various design and level of ability. In other words, the next researcher can to conduct research on diary writing with the other design and method.