Appendix 1: Thesis Conclusions as the Data of the Study

Data 1

5.1 Summary and Conclusion

This study, as stated in chapter one is aimed to find the effectiveness of Directed Reading Thinking Activity (DRTA) on the students' reading achievement and behaviors, compared to the conventional reading strategy which is represented by Assign-Read-Answer-Discuss (ARAD). This study used two groups of eleven grades students of Senior High School. Both groups got the same pretest and posttest. The only difference was on the steps of reading teaching way (treatment). The students' pretest and posttest had become important instruments in this study to detect the different positive effects given by the two reading strategies on the students' reading comprehension. Since this study was also aimed to find out the different positive effects given by the two reading strategies on the students' reading behaviors, a questioner and video observation were used.

Those data then analyzed and from the results of the analysis the questions in this study were answered. The analysis of the pretest and posttest showed that the experimental group had higher progress in reading comprehension than the control group. It means that using DRTA to teach reading gives better positive effects on the students' reading comprehension compared to the conventional reading strategy which was represented by ARAD. The same thing also happened on the result of the reading behavior's questioner and video observation. The two groups showed different reading behaviors. The majority of experimental group students had good reader's behaviors while only few of the control group students had it. The behaviors are divided into three i.e. the before reading behavior, during reading behavior and after reading behavior.

The before reading behaviors discussed in this study are making prediction on the content of the text, setting purpose before reading, adapting reading strategies due to reading purposes, and start reading without preparation. There were 92% of experimental group students make prediction while only 8% of

Comment [U1]: 1.2 Purpose of the study (part 1)

control group students did it. For the behavior of setting purpose before reading the text, 84% of experimental group students did it and only 4% of control group students did it. On the other hand, the control group showed higher percentage in the behavior to start reading without preparation by gaining 84% while the experimental group only got 8%. However, the behavior of adapting reading strategies due to reading purposes did not show significant difference - 8% of the control group students and 16% of the experimental group did it.

There are eight during-reading behaviors discussed in this study. First, the experimental group showed higher percentage on reading behavior to focus, 88% of them did it while only 32% of control group students did it. Then for keeping making and correcting prediction, there were 92% students from experimental group did it and none of the control group students did it. The next behavior is reading based on the context. 68% of the experimental group students did it and 28% of control group students did it. The fourth is taking notes, giving mark and underlining important information. This behavior was done by 76% of experimental group students and 36% of control group students. The fifth behavior is organizing and integrating new information. 60% of the experimental group students and 8% of the control group students did it. The sixth was the behavior to recognize important vocabulary. There were 60% of the experimental group students and 28% of the control group students did it. The seventh behavior was reading to get done behavior. Only for this reading behavior 76% of control group students showed higher percentage than the experimental group which got 8%. The last behavior done during reading was the behavior to use the text genre and structure to comprehend. In this reading behavior, both techniques did not give significant positive effect since only 24% students of the experimental group and 20% students of the control group did it.

Next on the after reading behaviors, the two groups still showed different behaviors. The behavior of making reflection on what was read and summarizing the important ideas of the text were done more by the experimental group. For the behavior to make reflection on what was read there were 52% of the experimental group students did it and only 12% of the control group students did it. The two

groups also showed far gap on the behavior to summarize the important ideas of the text. 76% of experimental group students did it while only 20% of the control group students did. Then for the behavior to stop reading and thinking, 8% of the experimental group students did it and 64% of the control group students did. Only for the behavior to seek additional information from outside sources the two groups gained similar result. None of the experimental group did it and only 4% of the control group did it.

The result of the data analysis which was explained in the previous answered the two major problems of this study. They are "Do DRTA and Conventional reading techniques give different positive effects on the students' reading achievement?" and "Do DRTA and Conventional reading techniques give different positive effects on students' reading behaviors?" In order to answer those questions, the data from the students' pre test and post test scores, the questioner and video observation were analyzed. The results as have been discussed in chapter four indicate that there are different positive effects given by the two reading techniques on the students' reading achievement. However, the better effect on the reading achievement was given by DRTA. Besides, the different positive effects were also given to the students' reading behavior. DRTA gave better effects on the students reading behaviors than ARAD did. Most of good reader behaviors were applied by the experimental group. To conclude, the two reading techniques, DRTA and ARAD gives different effects on students' reading achievement and behaviors. Nevertheless, the better effects on reading achievement and behaviors were given by DRTA.

5.2 Suggestions

5.2.1 Suggestions for Teachers

This study proved that DRTA is effective in promoting students reading achievement and behavior. This technique can be a good alternative to improve the students reading achievement and behavior. Therefore, the writer suggested this reading model be used by senior high school teacher of the English subject. In

Comment [U2]: 1.3 Research questions

Comment [U3]: 2.1 Summary and evaluation of methods

Comment [U4]: 2.2 Summary of results/findings and claims

Comment [U5]: 3.2 Practical implications (1)

Comment [U6]: 3.2 Practical implications (2)

order to be able to apply and gain the optimal result of this model, several suggestions are presented.

First, teachers should find reading materials which are suitable with the students' level. The material should not be too easy or too difficult. When the text is too easy, they will not gain anything. On the other hand, if the reading material has higher level of difficulty than the students' ability, they will not be able to learn anything from it.

Comment [U7]: 3.2 Practical implications (3)

Second, teachers should make sure that the reading material is unknown by the students. It is really important since the core of this model is making prediction. In order to find it, teachers can browse from the internet or find it in foreign language magazines and newspapers.

Third, since in DRTA question has the role as a tool to guide the students during reading and help them to comprehend, teachers need to prepare the questions which are able to cover all the important information in the text and to stimulate the students to think. For that reason, open-ended question model is suggested in working with this technique.

Comment [U8]: 3.2 Practical implications (3)

Comment [U9]: 3.2 Practical implications (4)

Fourth, teachers have to make sure that all questions given are discussed. This is really important because some students might have wrong concepts even though they have finished reading. And by discussing it, all misconception can be cleared and teachers can also check the students' progress in comprehending text.

Comment [U10]: 3.2 Practical implications (5)

Fifth, it is really important for teachers to record the student's prediction. The reason is to check the student's comprehension progress. Teachers can record the student's predictions on the board or notes. However, for big classes teachers can provide worksheet of before-reading prediction and after-reading prediction. Later on in the class discussion, the recording of their prediction can be very useful and interesting.

Comment [U11]: 3.2 Practical implications (5)

Last, as discussed in the previous, this technique needs students' active participation and yet gives the students plenty of opportunities to express their opinions by making prediction. However, not all of their prediction is right; in this case it is advisable for not judging their prediction. It will humiliate students and make them afraid to express their ideas. Teachers should give the students

Comment [U12]: 3.2 Practical implications (6)

opportunity to correct and confirm their prediction by themselves. Besides, in the discussion section students will share their understanding and teachers can make clear any misunderstanding.

5.2.2 Suggestion for Future Study

The writer found limitations in this study. There are plenty aspects which should have been included. However they could not be covered in this study. For that reason, the following points are valuable considering for the future research in this area.

First, the study only measured the students reading comprehension reflected in their reading achievement and has not covered the component skills in reading comprehension such as the ability in recognizing the topic, identifying the general/main idea, identifying the specific facts or details, identifying the writer's goal, and drawing conclusion from the text being read. It would be worthy for the future study to do research in that area. So that, the effects of DRTA reading strategy on the students' reading comprehension will be clearly found.

Second, the students speed reading affected by DRTA is also worth to be discovered. This can be very interesting to be studied since DRTA is a guided reading activity and the conventional reading strategy gives students freedom to read all parts of the text without any stopping parts.

Third, it will be better in the future to have this experimenting study in a longer time, say one semester or more with larger sample which can cover high school students in any grades. From this experiment the more accurate effects of DRTA on high school students can be reached and it also gives good insight for which grade of High School students, DRTA is suitable.

Fourth, the instrument used in examining the effects of DRTA and Conventional reading strategy on the students' reading behavior can be added with random interview. From the interview a deeper study of the effects given by the two different reading strategies on the students' reading behaviors can be obtained.

Fifth, this study has not covered all genres of texts. It only covered three types of text namely narrative, report and argumentative. For that reason, this

Comment [U13]: 3.3 Limitations of the study (1)

Comment [U14]: 3.1 Future research (1)

Comment [U15]: 3.1 Future research (2)

Comment [U16]: 3.1 Future research (3)

Comment [U17]: 3.1 Future research (4)

Comment [U18]: 3.3 Limitations of the study (2)

study does not purpose to find out the different effects given by DR-TA to different genres. The future study should cover more or even all text genres and give information for which genres of text, DR-TA is suitable. The study can also go further by comparing the students' comprehension in reading various genres of text. It is because DR-TA may give different effects on the students' comprehension in reading the various types of text given.

Sixth, since teacher's role is crucial in teaching, it would be valuable to observe some of the teachers' characteristics and class interaction model used by the teacher who applies DRTA and the teacher who works with conventional reading strategy.

Comment [U19]: 3.1 Future research (5)

Comment [U20]: 3.1 Future research (6)

Comment [U21]: 3.1 Future research (7)

Data 2

This chapter covers a brief summary of Chapter One up to Chapter Four and the suggestions for SAC as well as for further study in the respective field.

5.1 Conclusions

In learning English, motivation is very essential for students to achieve satisfactory accomplishment. Motivation originally comes from the students' themselves. In addition, complete facilities, excellent educators and challenging materials would establish students as highly motivated learners.

Since Widya Mandala Catholic University offers compulsory Structure II assignment at the SAC for students who take Structure II subject to enhance their Structure II subject, it is essential to find out the students' motivations towards the assignment.

Structure II assignment at the SAC is a hope for Structure II students to finally get proper Structure exercises based on their ability. The writer decided to conduct a study about it especially towards the assignment done at the SAC. Then, she found out that Structure II students are the only students offering the program. Moreover, for these last two semesters, Structure II students got unsuccessful Structure II achievement. The method used in this study is descriptive and qualitative. It used questionnaire to get the representative result and open-ended questions to get the in-depth result. The former involved 37 students.

This study discovered that the students definitely have the needs for achievement and the interest to improve their English and grammar. However, as the unexciting materials which content is up-dated, the students grow to be unmotivated to do the assignment. In addition, their needs for achievement and interest have been low. Therefore, they tend to put their attention on the additional score offered by their lecturers and the teacher approval which is required the students to do Structure II assignment. The result shows that the students are extrinsically motivated in doing Structure II assignment at the SAC.

Comment [U22]: 1.1 Restatement of the issue being researched

Comment [U23]: 2.1 Summary and evaluation of methods

Comment [U24]: 2.2 Summary of results/findings and claims (1)

Comment [U25]: 2.2 Summary of results/findings and claims (2)

In learning a language, students have to learn subjects not only in the classroom, but also outside the classroom. So that, students need to learn more Structure II subject outside the classroom. In this case, Structure II assignment at the SAC could have helped them to enhance their English and grammar. In order to maintain the motivation of the students, SAC should be able to create best materials to fit the needs of the students.

5.2 Suggestions for SAC

The writer divides the suggestions into three parts. The first is the main suggestions from the students to English Department SAC. The second is from the writer to English Department SAC. And the last is from the writer to the head of English Department of WMCUS.

5.2.1 The Students' Suggestions for English Education Study SAC.

There were only some suggestions given by 13 students in the questionnaires. The most part that the students stated in the questionnaire was about the materials. SAC should be up-dated the materials in all aspects - listening, reading, writing, vocabulary and grammar materials. Moreover, some students also suggested learning grammar from movie because it has not ever been done that learning grammar from movie.

Comment [U26]: 3.2 Practical Implications (1)

Comment [U27]: 3.2 Practical Implications (2)

5.2.2 The Writer's Suggestions for SAC at the English Department.

The writer so far sees that the progress of the SAC is quite well. They have already provided good materials that help students improve their English. However, the writer would like to give some suggestions for the success of SAC.

1. SAC should hold interesting activities related to grammar. To make students motivated in learning grammar, SAC should make something different besides doing written grammar. It can be done by holding interesting activities such as grammar games - crossword puzzles, pictac toe which helps students to improve their tenses, bingo, word order, Jeopardy and tic tac toe. The activities can be done once or twice a week. By all means, the counselors should help in doing the activities. By doing this, students will not be bored to learn more grammar.

2. SAC should update their materials every semester. The materials can be found in grammar books for the newest edition and from internet.

3. SAC should provide computer with grammar programs inside, such as grammar flash quizzes, grammar quizzes Based on VOA's Special English Programs and etc, and by all means all of the programs should be connected to internet. However, to avoid student in opening other website, there must be one or two counselors to take care of it. Moreover, the computer can provide movie and students can identify the grammar sentences from movie. Furthermore, besides learning grammar connected to internet, SAC can provide grammar programs without using internet, such as Oxford grammar practices. All of them are done independently without any tutoring from counselors, because there will be answer key and explanation in each practice.

Comment [U28]: 3.2 Practical Implications (3)

4. SAC should have more publication about its existence and its new materials and facilities, thus students will know and be curious about the new interesting things at the SAC and then they will go there to try those new things.

5.2.3 The Writer's Suggestions for the English Department of WMCUS

The writer would like to give some suggestions to the English education program:

1. The lecturers from English Department should visit SAC frequently in order that they know the materials, activities and facilities provided in SAC. Later than they know rather well about them, they can encourage students to go to SAC to make-use the materials and facilities, and join the activities in SAC. However, when the lecturers are lazy to go to the SAC, the students will as well do the same thing. Therefore, lecturers should go to SAC frequently.

2. The Head of English Department should encourage the students to go to SAC. He should tighten the regulation that students should join and do the materials in SAC. Moreover, the Head of English Department should ask the lecturers to assign students to do independent study at the SAC to improve their English skills and components, especially for students who are weak in English skills and components. In addition, students who are unmotivated can be turned into motivated if teachers can recognize what motivates students and create a

learning environment that supports these motivational factors. By understanding the roots of motivation, teachers can motivate the students and create facilitate effective learning for all their students. As an example, in the Structure class, the lecturer should ask the students to do Structure independent study at the SAC as an obligatory to pass Structure subject. English Department should carry out and force that way for students. Unless, SAC will be useless and the students will not improve their English and grammar better because SAC is a place that can help the students improve their English better. In the future, it is hoped that students will go to SAC and do independent study on their own motivation.

Comment [U29]: 3.2 Practical Implications (4)

5.3 Recommendation for Further Study

The Students' motivations have been interesting issue in the university lately. Many lecturers are interested in to know about students' motivations and their implication on parties involved; the system, the materials, the lecturers and the students. In the wider scope, the acceptance and the satisfaction level of the graduates of the motivation could be an interesting issue to investigate. Finally yet importantly, since this study applied a descriptive qualitative method survey and open-ended questions, she recommends other researchers to apply different ways such as:

Comment [U30]: 3.1 Future research

1. A comparative study can be conducted between the English Department students' motivations of WMSCU and other students' motivations at SAC in other Universities.

2. Further studies can focus on the problems rising in the SAC and their solutions.

Data 3

In the last chapter, the writer reviews what has been discussed in the previous chapters. The writer would like to give some suggestions based on her findings that may be useful for both students and teachers in their field of teaching and learning English.

5.1 Conclusion

This study dealt with the kinds of imagery found in the writing journals of the Writing I students of the English Department of Widya Mandala Catholic University Surabaya. The writing journals were analyzed with five kinds of imagery; visual imagery, auditory imagery, olfactory imagery, gustatory imagery and tactile imagery.

> **Comment [U31]:** 1.1 Restatement of the issue being researched

The subjects are 11 students of Writing I of academic year of 2009-2010. The instruments are writing journals of Writing I students and a writing journal checklist. Each student collected four journals to be analyzed so there are 44 writing journals. A writing journal checklist is used to categorize imagery that is found into the kinds of imagery.

> **Comment [U32]:** 2.1 Summary and evaluation of methods

The Writing I students' journals had visual imagery and auditory imagery. The visual imagery that is used in the writing journals is a lot but there is little auditory imagery. The olfactory imagery, gustatory imagery and tactile imagery are not found in the writing journals. As the conclusion, the imagery that is found in the writing journals is a lot but there is not complete because not all kinds of imagery are found. Actually the students have opportunities to create kinds of imagery completely but they do not explore more using their senses.

> **Comment [U33]:** 2.2 Summary of results/findings and claims

5.2 Suggestions

5.2.1 For Writing Lecturer

In connection of the result of the study, there are some suggestions for writing lecturer as follow:

> **Comment [U34]:** 3.2 Practical implications

1. The Writing lecturers emphasize that journals are important media which is good to improve writing skills and writing becomes the students' habit therefore the students will not write journals just it is a duty to be fulfilled.

2. The Writing lecturers give the example of journals that have imagery in it and then explain the imagery, kinds of imagery and the function of imagery.

3. The Writing lecturers give practice about the imagery and the kinds of imagery especially olfactory imagery, gustatory imagery and tactile imagery because these kinds of imagery are not found in the writing journals by giving compositions that contains imagery in it. The students are asked to identify the imagery. Later, the students will understand imagery and the kinds of imagery so they can write a journal which has imagery.

5.2.2. For the Next Researchers

The writer realizes that this study still has shortages and needs some improvements. Then, the writer would like to give some suggestions for the next researchers as the follows:

1. This study is focused on imagery, for the next study, the researchers can focus on the figures of speech in the writing journals beside the kinds of imagery.

   Comment [U35]: 3.3 Limitations of the study (1)
   Comment [U36]: 3.1 Future research (1)

2. The subjects on this study is limited in one class of writing, for the next study, the researchers can use a bigger number of subjects, for example, all students who are taking Writing lectures.

   Comment [U37]: 3.3 Limitations of the study (2)

3. As looking at the results of this study that the olfactory imagery, gustatory imagery, and tactile imagery are not found in the writing journals because of the journals that are analyzed are Writing I students' journals in where the students are taught narrative. Imagery is used for describing images clearly and it can be found a lot in descriptive compositions. Because of that, the subjects of the study for the next researchers can be changed using more advance students who master descriptive.

   Comment [U38]: 3.1 Future research (2)

Data 4

In this chapter, the conclusions about the students' ability in constructing Wh-questions in three simple tenses, the most frequent kind of error in constructing Wh-questions in three simple tenses and some suggestions are presented.

5.1 Conclusions

The first conclusion is about the students' ability in constructing Wh-questions in three simple tenses. From the written test in the form of conversion type, In Simple Present Tense, students (7 students) with insufficient ability dominated and the percentage is 46.67%; it can be concluded that the Structure II students' ability in constructing Wh-questions in Simple Present Tense is insufficient. In Simple Past Tense, students (7 students) with insufficient ability dominated and the percentage is 46.67 %; it can be concluded that the Structure II students' ability in constructing Wh-questions in Simple Past Tense is insufficient. In Simple Future Tense, students (10 students) with insufficient ability dominated and the percentage is 66.67%; it can be concluded that the Structure II students' ability in constructing Wh-questions in Simple Past Tense is insufficient.

The Second conclusion is about the most frequent error in three simple tenses in Wh-questions construction. From the written test in the form of conversion type, In Simple Present Tense, the most frequent kind of error is Wh-word (96 errors occurrence); it consists of: 96 errors in misformation, it can be concluded that the most frequent kind of error in Simple Present Tense is the Wh-word. In Simple Past Tense, the most frequent kind of error is verb (131 errors occurrence); it consists of: 6 errors in omissions, 59 errors in addition, 64 errors in misformation and 3 errors in misordering, it can be concluded that the most frequent kind of error in Simple Past Tense is Verb. In Simple Future Tense, the most frequent kind of error is subject (143 errors occurrence); it consists of: 6 errors in omission, 2 errors in misformation and 135 errors in misordering, it can

Comment [U39]: 1.1 Restatement of the issue being researched

Comment [U40]: 2.2 Summary of results/findings and claims

be concluded that the most frequent kind of error in Simple Future Tense is the Subject.

5.2 Suggestions

There are many factors that influence the students in mastering English and that concerns the result of this study. Three points are suggested which hopefully can increase the Structure II students' ability in constructing Wh-questions and minimize the student's errors in these three simple tenses as well.

5.2.1 Student to learn

The students must learn more about the Wh-question constructions, especially in the three simple tenses (Simple Present Tense, Simple Past Tense and Simple Future Tense). In Simple Present Tense, the students must learn about the using of Wh-word. In Simple Past Tense, the students must learn about the using of Verb. While In Simple Future Tense, the students must learn about the using of Subject, especially about where to put it on the right place in a sentence.

> **Comment [U41]:** 3.2 Practical implications (1)

5.2.2 Teacher to teach

The students should be given a lot of exercises in using Wh-questions, both in spoken and written language.

> **Comment [U42]:** 3.2 Practical implications (2)

The lecturer could drill the students to construct Wh-questions by asking the students to translate Indonesian information questions into English Wh-questions and drill the students to construct Wh-questions by placing them in speaking class activities, which demand them to ask in Wh-questions.

> **Comment [U43]:** 3.2 Practical implications (3)

The lecturer should encourage the students to be able to self-study by reading another book about wh-questions in the library since the lecturer is not the only source available

The lecturer should encourage the students to do exercises about Wh-questions, such as in Self Access Center, since there are many exercises about Wh-questions available there.

The lecturer should vary the Wh-words and avoid using the same Wh-words all the time. The exercise can be done by drilling the Wh-words.

The lecturer should emphasize about the using of verb in Simple past Tense, especially about the verb changing into the verb 1 form after added the "auxiliary verb" and it all can be done by drilling.

The lecturer should emphasize about subject in Simple Future Tense, especially about where to put subject in Wh-questions' construction, better the lecturer give more exercises about it.

5.2.3 Further Research

This study can be continued by having a research about the students' ability in other tenses outside these three simple tenses (Simple Present Tense, Simple Past Tense and Simple Future Tense) or it can be continued by using more sophisticated/variation instruments and research techniques and enlarge the population of the study to find the students' ability in constructing Wh-questions plus finding the most frequent kind of error which are possibly made by them.

Comment [U44]: 3.1 Future research

Data 5

In this chapter, the writer presents two important parts: the conclusion and suggestions. The first part contains the summary of the main points which have been discussed in the previous chapter. And the second part contains the suggestions for the teaching of English and recommendation of further research.

5.1 Conclusion

Nowadays, English has become an international language that people use to communicate with others around the world. Parents expect their children in their young age to learn English since English is an important language to be mastered. Students in schools learn English and it is introduced even in Kindergarten. Teaching English to Young Learners (TEYL) becomes widespread. There are four basic skills of English that teachers usually teach to young learners namely listening, speaking, reading, and writing. English teachers also teach the language components of English: vocabulary, grammar, and pronunciation.

Since listening is an important skill, it is first introduced to young learners. Young learners learn unfamiliar words during the listening time. Thus, teachers have to choose and use an appropriate teaching technique which can really improve students' listening skills better. Total Physical Response Storytelling (TPRS) is an appropriate method in teaching listening to Elementary School students. In addition, TPRS is a combination of Total Physical Response with storytelling. Young learners like to listen to the story. Also, in TPRS activity, students learn by acting out vocabulary in the story and it can increase their comprehension about the story.

The writer took a class of the sixth grade of SDK Santa Theresia I Surabaya namely VI C as the subjects in this study. Before doing the real experiment to the experimental group, the writer did the try out in other class of sixth graders namely VI A. The writer did the try out to find out the validity, reliability, and compatibility of the test items which were used as the pretest and posttest materials. Also, the writer did the try out for the first treatment in order to

Comment [U45]: 1.1 Restatement of the issue being researched

Comment [U46]: 2.1 Summary and evaluation of methods (1)

know whether the time allocation was enough or not, the material was suitable with the students' ability or not.

After conducting the try out, the writer made a report of what she had done and reported the result to her advisors. Furthermore, the writer started collecting the data. The writer gave a pretest, three times treatment, and a posttest in the last meeting. Then, the writer scored the students' pretest and posttest. The scores of the pretest are the statistically compared with those of the posttest by using t-test.

Comment [U47]: 2.1 Summary and evaluation of methods (2)

In line with the result of the findings, the writer found out that there is a significant difference between the result of pretest and posttest. The result of the calculation shows that the posttest scores were higher than the pretest. It comes to a conclusion that TPRS improves Elementary School students' listening achievement of English narrative stories being told.

Comment [U48]: 2.2 Summary of results/findings and claims (1)

Comment [U49]: 2.2 Summary of results/findings and claims (2)

Comment [U50]: 2.2 Summary of results/findings and claims (3)

5.2 Suggestions

Basing on the result of this study, the writer would like to give some suggestions which hopefully will be an advantageous contribution for the English teachers and further studies.

5.2.1 Suggestions for the Teachers

Teaching listening is not easy, especially to young learners. Teachers have to choose and use the appropriate teaching technique that can really make the students 'stick and listen'. The use of interesting media (e.g. pictures, puppets, etc.) is also important in order to support the teacher while teaching listening. The students who are bored in listening to what the teachers are saying can learn about the material by looking at the pictures or can be attracted by the puppets show.

Comment [U51]: 3.2 Practical implications (1)

The writer suggested that the teachers use pictures of storytelling pieces which contain the scenes of the story. In addition, the teachers can invite the students to respond to the words mentioned in the story by acting them out. The teachers can wait until the students finish acting out the words and continue telling the story when they are ready. It takes more time, but it can stimulate the students' confidence and improve their comprehension about the story told.

Comment [U52]: 3.2 Practical implications (2)

Comment [U53]: 3.2 Practical implications (3)

5.2.2 Recommendations for Further Research

The writer realized that this study is far from being perfect and still have some weaknesses. However, she hopes that this study can be used as a beneficial reference for other researchers or readers who are interested in dealing with Total Physical Storytelling (TPRS) as a method in teaching English to young learners. The writer would like to suggest some important points that hopefully can make the further studies would be better in the result.

First, it will be better to conduct an experimental study which uses two groups, control group and experimental group to have a more convincing result. Second, the treatments should be given five times to eight times so that the students have enough chance to adjust their learning to a new method. Third, choose classes which have 25 students at most. Too many students in a class make the class very noisy when they are asked to act out the words (doing the TPR). They will not do it seriously. Finally, record the treatments, but make sure the students agree that their activities in the classroom will be recorded.

Comment [U54]: 3.3 Limitations of the study (1)

Comment [U55]: 3.3 Limitations of the study (2)

Comment [U56]: 3.1 Future research (1)

Comment [U57]: 3.1 Future research (2)

Data 6

This chapter discussed about review of the developed product which has been revised, suggestions for utilizing the product, suggestions for dissemination, and suggestions for further development.

5.1. Discussion on Revised Product

The developed software is functioned as a media to deliver a new material for listening assessment. It is used not as the major material, instead, it is used as an alternative material. The major component of the software consists of: (a) opening, (b) Part I Boundin', (c) Part II A Ants, (d) Part II B Sloths, (e) Part III The Lion Sleeps Tonight, and (f) evaluation and feedback. The software uses linear design in which it automatically goes from one frame to another frame. The components of the developed software are described as follows:

a. Opening

At the beginning when the software is started, the respondents will be welcomed by a soft instrument music played together with the appearance of a welcoming notes. The purpose of this part is to give the respondents a brief explanation about the developed software they are going to operate and prepare the students to use the software.

b. Part I: *Boundin'*

The first part consisted of an animation video entitled Boundin', 8 multiple choice problems, 7 true/false problems, and 5 drag and drop problems related to the video. At the beginning of the part, there was an instruction given. The respondents are asked first to watch the video and then answer all of the problems in 45 minutes. They are given chance three times to watch the video. Moreover, there is an exception for Class B. The students of class B were given „challenge problems", which are the five number essay problems. Because of the limitation of the computer software scoring, the challenge problems were not displayed in the developed software, but were given in students" worksheet. The video material got a very good evaluation for its attractiveness

> **Comment [U58]:** 1.1 Restatement of the issue being researched

(84.4%), and most of the respondents of the field try out (79.2%) agreed that the chance given for watching the video (three times) was appropriate.

c. Part II A: *Ants*

The second part consists of a dialog entitled Ants, 7 true/false problems, and 5 multiple choice problems related to the dialog. At the beginning of the part, there is an instruction given about the part. After that, the dialogs are played automatically for three times while the respondents are asked to answer the problems. Images related to the dialogs are also displayed to increase students" clear picture about the dialog. After the respondents had finished with this part, it will go automatically to the next part.

d. Part II B: *Sloths*

Similar with the previous part, in Part II B, first of all at the beginning of the part, there is an instruction given about the part. After that, the dialogs are played automatically for twice while the respondents are asked to answer the problems. Images related to the dialogs are also displayed to increase students" clear picture about the dialog. After the respondents had finished with this part, it will go automatically to the menu (home) and the respondents can continue to the next part.

e. Part III: *The Lion Sleeps Tonight*

In this part, the respondents are asked to listen to a song entitled "The Lion Sleeps Tonight" which will be played twice, and fill-in-the-blank of the seven missing words of the song lyric.

f. Evaluation and Feedback

After the respondents has done all of the problems, they will receive their score and feedback automatically. In this part, they can see their answer, the answer key, and their score. By learning from their mistake and getting the feedback immediately the respondents can increase their listening skill.

Finally, based on the try-outs done in the developed software, it can be concluded that the developed software is considered to be a suitable alternative listening assessment and learning material which can increase students" motivation.

Comment [U59]: 2.1 Summary and evaluation of methods

Comment [U60]: 2.2 Summary of results/findings and claims

However, the developer realizes that the developed software is still far from perfect. It has both advantages and disadvantages. The advantages of the developed software are as follows:

1. The developed software is relevant with both the school and the students" need, in which they need an attractive and suitable listening assessment and learning resource that is helpful to cope with the school"s problem of the limitation of listening assessment and learning resource.

2. The content of the software is suitable with the syllabus of Vita Christian Junior High School Surabaya.

3. The content of the material is relevant to English subject, especially in Listening subject, of the eighth grade students of Vita Christian Junior High School Surabaya, and it is hoped that the developed software can be used in the teaching-learning process of the eighth grade students of Vita Christian Junior High School Surabaya, which can motivate the students to learn more.

4. The validity of the software has been done through the experts of the subject matter (English Listeing) and the instructional design expert. They have given evaluation on the software developed, and also have given suggestions which were used as a consideration to revise the developed product.

5. During its development, the developed product has been tried-out through the experts try-out, individual try-out, small group try-out, and field try-out, in which there has been done some revisions after every try-out therefore resulted in a more suitable and attractive product.

6. The teacher of the subject matter and the students have acknowledged their interest in the developed software and agree to make use of it.

7. The software does not need to be installed in the computer, it only needs to be copied. Therefore it can make the operational easier.

After all of the advantages, however, the software also has its disadvantages. They are as follows:

1. The product is developed with the main purpose that it can support the teaching-learning process of the eighth grade students of Vita Christian Junior High School, therefore, the respondents of the try-out are only limited to Vita school as the field try-out and some schools that have more or less the equal level of English competences used as the respondents of the individual try-out (Santa Maria Junior High School, Petra Junior High School, and Frateran Junior High School), and the respondents of the small group try-out (Santa Agnes Junior High School). Therefore, the difficulty level of the developed software might not suit other schools.

2. The developed software consumes a lot of memory.

3. Other problems of the developed software can be that the software is only validated through the experts evaluation and the students" responses through their try-outs, in which each of the test items is not analyzed for its level of difficulty and reliability.

The problems that are predicted to occur in relation with the developed software's operation are:

1. The operational of the developed software requires the teacher to have a skill in operating computer. Luckily, it does not require an expert skill in operating computer to be able to operate the developed software, therefore if the teacher has never used a computer before, she can learn to operate the software in a short time.

2. Besides the teacher, the students are also required to have a skill in computer operation, so that the operation of the developed software will be very easy.

3. The operation of the software requires certain facilities such as computer and money for paying the electricity fee. However, this problem does not occur in Vita Christian Junior High School because the computers are already provided.

5.2. Suggestions

Based on the constructed and evaluated software and the analysis conducted in this study, in this part of the chapter, there are some suggestions to make. The suggestions are as follows:

5.2.1. Suggestions for Utilizing the Software

As an alternative source of assessment and learning, the developed software is very suitable to be used in the condition as follows:

> **Comment [U62]:** 3.2 Practical implications (1)

a. When students have difficulties in learning or doing listening assessment through traditional learning or assessment. The difficulties are as follows:

  (1) students have difficulties in listening to the material because the voice is not clear;

  (2) students have difficulties in working with the problems because they do not get visual images about the things they are listen to;

  (3) students have difficulties because they do not get immediate feedback and therefore they do not know the mistakes they have done in doing the assessment.

b. When students need variation in test types because the developed software provides variative test types.

c. When students want to know their score immediately because the developed software scores students‟ performance immediately after they have done the problems.

d. When students want to do self-learning because the developed software is designed to provide self-learning for the users (students).

Some things to consider in utilizing the developed software are as follows:

a. If the developed software is going to be used in school's teaching-learning process, the hardware should first be provided.

> **Comment [U63]:** 3.2 Practical implications (2)

b. In order to make the utilizing of the developed software effective, it is very recommended for students to have good skill to operate computer before using the developed software.

> **Comment [U64]:** 3.2 Practical implications (3)

c. It is recommended that the students have familiar with the topic before they use the developed software.

> **Comment [U65]:** 3.2 Practical implications (4)

5.2.2. Suggestions for Dissemination

The developed software can be disseminated to wider user as an alternative learning and assessing resource for Listening, whether to public or private school, with the terms as follows:

a. When the related school has good computer laboratory that can support teaching-learning process through computer, especially to support the developed product.

b. When the students of the related school are interested in using the developed software, have the skill to operate computer, and are familiar with the topic and types of problems discussed.

In order to know whether the students have fulfilled the terms needed, it is necessary to have Needs Assessment Analysis before.

5.2.3. Suggestions for Further Development

There are some suggestions given for further development as follows:

a. It is suggested that the further development use the Needs Analysis for both the teacher and the students. Through the Needs Analysis from teacher and students, a suitable software that match with the needs of the school, teacher and students will be easier to reach.

> **Comment [U66]:** 3.1 Future research (1)

b. The suggestion is concluded from the teacher of the subject matter and the students as the respondents of the developed software"s try-out, which states that it is necessary to develop another learning software with another different topics.

> **Comment [U67]:** 3.1 Future research (2)

c. It is suggested that the further developed software provide the system in which students can save their answers and their scores, so that every time the students quit and then want to use the software, they can continue their work without have to restart again.

d. If the further development of the software is going to be done at another school or department, Needs Assessment Analysis is very essential to be done, in order to know how an effective software that can answer the needs of the school or department should be made.

> **Comment [U68]:** 3.1 Future research (3)

Data 7

This chapter provides the conclusion of this study about the hedges used in argumentative speech by students taking Speaking 3 in the English Department of Widya Mandala Surabaya Catholic University. The writer also includes the suggestion of the study in this chapter as well.

5.1 Conclusion

The study was conducted to investigate the hedges used in the argumentative speech by students taking Speaking 3 in Widya Mandala Catholic University Surabaya, including finding out the types and functions of hedges used.

> **Comment [U69]:** 1.2 Purpose of he study

The subjects of the study were students from any academic years taking Speaking 3 in the even semester in 2008. The source of data in this study was the records of debate matches by students taking Speaking 3 in the even semester at Widya Mandala Surabaya Catholic University.

> **Comment [U70]:** 2.1 Summary and evaluation of methods

There were 184 hedges found in the 16 transcripts of 4 debate matches by students taking Speaking 3 in the English department of Widya Mandala Surabaya Catholic University. There were 7 types of hedges found in the study: Modal Auxiliary Verbs, Modal Lexical Verbs, Adjectives, Adverbs, Nouns, Introductory Phrase, and Parts of Clause, and 3 functions of hedges were found: softeners, degree of certainty, and diminishing Face Threatening Act (FTA).

> **Comment [U71]:** 2.2 Summary of results/findings and claims (1)

The most frequently used hedge in the argumentative speeches was Modal Auxiliary Verbs (58,70%), while the second most frequent types of hedges used is Adjectives (30,43%). The other types of hedges occur less; Introductory Phrase (4,89%), Modal Lexical Verbs (2,72%), Parts of Clause (2,17%), and Adverbs (1,09%). The writer didn't find any Nouns (0%) used in the argumentative speeches during the data analysis.

In conclusion, the use of hedging in argumentative speech by the subjects is still low in number. The results of the study seem to show inadequate level of students' awareness in using hedges. It might be because of the influences of the

> **Comment [U72]:** 2.2 Summary of results/findings and claims (2)

> **Comment [U73]:** 2.2 Summary of results/findings and claims (3)

teaching of debate or argumentative speech and the cultural pattern the students have.

5.2 Suggestion

5.2.1 For Teaching Argumentative Speech

In connection with the result of the study, the writer would like to give suggestions to Speaking 3 lecturers as follows:

Considering the results of the study, which showed that the students have inadequate ability to use hedges in argumentative speech properly, hedges use should be elaborated more in teaching argumentative speech by explaining that hedges function not only to weaken or strengthen arguments, but also to show carefulness of a speaker to make an assertion. The students are given comprehension of types and functions of hedges so that they could use it in making arguments in argumentative speech or debate. The use of hedges could be emphasized more by using hedges among students in daily language in order to get students used to using hedges.

Comment [U74]: 3.2 Practical implications (1)

Comment [U75]: 3.2 Practical implications (2)

5.2.2 For Further Study

The writer realized that this study still has many aspects needed to elaborate. So the writer would like to give some suggestions for further study. First, in the next study, the writer thinks it is necessary to make clearer boundaries on the classification of types and functions of hedges used to analyze the data. Further, the writer suggests investigating the use of hedges in other types of speech. For example, next study could investigate the use of hedges in informal debate, or in nonacademic debate, like presidential debate on TV. Besides, in the next study the writer hoped that not only types and functions of hedges but also the variation and the properness of hedges used are also examined.

Comment [U76]: 3.3 Limitations of the study

Comment [U77]: 3.1 Future research (1)

Comment [U78]: 3.1 Future research (2)

Comment [U79]: 3.1 Future research (3)

Comment [U80]: 3.1 Future research (4)

Data 8

5.1. Conclusion

The research question of this thesis is "What is the dilemma in Paulo Coelho's The Devil and Miss Prym" and "How the dilemma is solved". After analyzing the novel, the writer now is able to answer those questions.

The main problem of the story which triggers the dilemma in Coelho's The Devil and Miss Prym is; when Miss Prym as the major character is offered a chance from a mysterious man to tell a challenge to the inhabitants of Viscos. The challenge is sacrificing a person among their own people in order to get bars of gold which are buried in the forest nearby the heir village. At first, the bars of gold have been shown to Miss Prym along with the location where they are buried. Thus, the Miss Prym's dilemma is whether to steal the bars of gold for her own without telling the mysterious man's challenge to the Viscos' inhabitant; not stealing the gold bars but Miss Prym will lose her golden opportunity to fulfill her dreams; not telling the challenge to the inhabitants of Viscos and she might be sacrificed if the chance is offered to another villager; or to tell the challenge with two possible consequences that one of the villagers will be killed or the villagers will do nothing on the challenge neither the gold bars. One of the four options must be taken.

The final decision that is made by Miss Prym after taking time so long to think about all the possibilities is to tell the challenge to the Viscos' inhabitant though the consequence might be terrible. Miss Prym chooses this option since she believes that the inhabitants of Viscos will not dare to kill someone for the gold bars. She believes that the villagers is a group of good people who have been living by fear of God. Those are the reasons why Miss Prym takes this option.

Unexpectedly, the final decision is accepted by the inhabitants of Viscos and they are about to kill someone from them but fortunately Miss Prym suddenly stops them. Miss Prym tells them some reasonable explanation about the further problems which might appear if they continue their action such as; the authorities will become suspicious if they are as villagers from remote village suddenly come

Comment [U81]: 1.3 Research questions

Comment [U82]: 2.1 Summary and evaluation of methods

Comment [U83]: 2.2 Summary of results/findings and claims

along with amount of gold bars or the possibility that the mysterious man is lying to them so that they will not gain any benefit after doing such immoral action. At last, Miss Prym succeeds to influence them and stop the killing.

5.2. Suggestion

This thesis is made for all the readers, including Widya Mandala students. The writer hopes that this thesis will help the readers to know a lot about human's life issues. In this thesis, one of human's life issues is dilemma.

Comment [U84]: 1.1 Restatement of the issue being researched

It is common that dilemma appears in the daily life. No one can avoid the dilemma. Miss Prym's dilemma provides the perspective how to cope with the dilemma it self. First, consider all the consequences that might be appear from each unpleasant option that must be taken. Second, choose the lowest risk one of the options to minimize the damage. The last but not least, be prepared for unexpected event that might be appear due to the option that has been taken.

Comment [U85]: 3.2 Practical implications

If those steps above are applied in order to cope with the dilemma, the writer believes that the dilemma will be solved nicely and smoothly.

Data 9

In this chapter, the writer discusses two things: summary and conclusion, and some suggestions. Conclusion deals with the writer's summary of what she has done in this study, while the suggestions deal with inputs or recommendations for further researchers.

5.1   Summary and Conclusion

The discussion in the previous chapters stated that grammar is one of the language components that play a very important role in learning a language. Therefore it is taught in nearly every school. Since grammar also plays a very important role in the English Language Teaching and Learning, the students of English Department who are trained to be high school teachers must master grammar really well so that they can give the examples of English use to the students and deliver the English lessons well. However, evidence shows that the students' result in Structure classes at English Department of Widya Mandala University is not really satisfying. One of the reasons is because, even the independent study is given larger portion in the credits to ensure students' success in taking the classes, most of them are reluctant to do it. To provide resources for the students to do the assignments and independent study, the English Department has established Self-Access Center. However, the students often sometimes found themselves 'lost' in the 'forest' of SAC since there are thousand materials there and they do not know where to go or what to do first. Pathway is a tool for the students to guide and direct the students to learn autonomously at SAC so they can improve their Grammar ability.

The study was conducted to investigate whether the use of pathway can give a significant difference of grammar achievement between the ones who use pathway to learn English at the SAC and those who don't. The subjects of the study were the two IC classes: IC D and IC B.

From the result of the research the writer concluded that there is no significant difference between the students who learn at the SAC using pathway

Comment [U86]: 1.2 Purpose of the study

Comment [U87]: 2.1 Summary and evaluation of methods

Comment [U88]: 2.2 Summary of results/findings and claims

and those who don't. This result might be caused by some reasons, such as: the allocated time for the students to do the pathway which were only a month and the students' degrees of autonomy which were not very high.

Since the students' gave positive responds toward the use of pathway, the writer concluded that the students enjoyed doing pathway ay the SAC. They learnt how to learn autonomously, how to make a plan to reach the goal of their study, how to find the materials which suitable for them: the whole process of their autonomy learning using pathway, for the writer, is the most important part.

After finding out that there is a low relationship between students' responds toward the use of pathway and their grammar achievement, the writer will try to state some possible shortcomings during the study that caused the low relationship:

1. The students tend to fill the best answers because they are afraid to be known that they are not independent / autonomous in their learning. In fact their autonomy learning degree of the students was not quite high.

2. The allocated time to do the pathways for the students was short. They were given only a month to do the pathways activity. So, only two pathways were analyzed by the writer.

3. The limited number of subjects.

5.2 Suggestions

Based on the result of the study the writer would like to give some suggestions which can give contributions for the English Teacher and further study.

5.2.1   Suggestions for Language Teachers

There are some suggestions that the writer would like to give to the English teachers, especially in teaching grammar.

1. Since pathway is a new thing for the students, before asking them to do the pathway activity, the teachers have to explain how to do the pathway clearly and give the clear example of it. Otherwise the students will get confused and reluctant to do the activity.

Comment [U89]: 3.2 Practical implications (1)

2. Since pathway relates to the autonomous learning, before asking students to do the pathway, it is better for the teachers to motivate and explain the students the use and how to use pathway. The teachers can show them the power of learning that the students actually have and also the benefits that the students will get if they do the pathway. Otherwise they would only do it without any clear goal or motivation.

Comment [U90]: 3.2 Practical implications (2)

3. Although the pathway is done beyond the classroom hours, the teachers still have the role to guide and encourage them by checking their pathway's development once in a while in the classroom and discuss it together.

5.2.2   Suggestion for Further Study

Based on the results of this study, the writer gives suggestions for further study on the same topic as follows:

1. This study covers the analysis of the effects of pathway on the students' grammar achievement. The writer expects that there will be other studies about the same topic but for other aspects of the English language, namely: vocabulary and the four language skills.

Comment [U91]: 3.1 Future research (1)

2. This study involves a limited number of subjects. The writer hopes that further studies will include a bigger number of subjects to represent the students of the English Department.

Comment [U92]: 3.1 Future research (2)

3. In this study, the writer analyzed only two pathways. The writer suggests the next researchers of the same topic to use more students' pathways; so that, more detailed processes of learning at the SAC can be analyzed, and as such, the result of the studies can give more contributions, for the improvement of the SAC.

Comment [U93]: 3.1 Future research (3)

Data 10

This chapter covers conclusion based on the result of the analysis and findings presented in the previous chapter and some relevant suggestions for further researchers and the follow up that might be considered and carried out in relation to this study.

5.1 Conclusion

Literary works enables the readers to see human issues in any aspects of living such as culture and religion. It is because literary works are often based on the daily life experiences. One of the forms of literature is novel. Novel reflects a picture of real life and manners and of the times. The writer decides to analyze the novel because it serves better understanding about the thought of the characters, the conflicts, and the way that the characters feel. The writer chooses Little Women based on the reason that it explores the personality of the characters in their own way. Besides, it involves social context within the story, and it is the picture of the author's own life.

> Comment [U94]: 1.1 Restatement of the issue being researched

In this study, the writer analyzes how the female characters in Little Women confront or conform to the ideal image of woman of their contemporary. The writer emphasizes four important things, which are: marriage, education, job, and women attire. She also uses four qualities of true womanhood which are: piety, purity, domesticity, and submissiveness as the criteria of ideal women.

> Comment [U95]: 1.3 Research questions

> Comment [U96]: 2.1 Summary and evaluation of methods (1)

> Comment [U97]: 2.1 Summary and evaluation of methods (2)

In the first step of analysis, the writer explored the intrinsic elements of novel namely plot, setting, and character. Based on this analysis, each character has different personality traits. Meg, the oldest, is a pretty girl who is also fond of luxury. Jo, is a tomboy who likes to write stories. Beth is a quiet and kind girl. She loves charity work. Amy, the youngest, is a spoiled girl. She is talented in arts. They are involved in some conflicts with the values of society regarding womanhood in the context of America in 19th century.

> Comment [U98]: 2.2 Summary of results/findings and claims

In the second step, the writer explored the diverse responses of the characters in Little Women regarding their confrontation as conformity to the ideal image of the women in Alcott's contemporary.

In the marriage matter, the conformity can be found when the March daughters respect marriage. Meg marries John Brooke, Jo marries Prof. Bhaer, and Amy marries Laurie. It is compatible with the value of piety and submissiveness. However, the confrontation is seen when Jo at first rejects marriage as she thinks that a woman does not need a man to maintain her life. Mrs. March also supports Jo's idea of not being married. It is the disobedience to the piety and submissiveness.

In education, the March daughters conform to the ideal women image since they do not attend school. It shows domesticity. Jo also runs a school for boys together with Prof. Bhaer as education is not intended for women at that time. While the confrontation is done by Mrs. March. She sent Amy and Beth to school. She is against the domesticity, at least for her own daughters.

While in the job matter, the March daughters conform to it in the way that they become a housewife after being married. The confrontation to the job matter is shown by Meg and Jo who work to help the family finance. Meg works as a teacher and Jo works for Aunt March. It breaks the domesticity.

In fashion, the March daughters show the conformity to the ideal woman image because the way they dress runs pararel with the one the women commonly wear at that time. They wear pins and long skirts. It reflects the purity of the womanhood. However, they also show the confrontation as Meg and Jo sometimes wear unusual clothing. Meg uses high heels while the other girls commonly use flat heels. Jo cuts her hair short while the other girls usually have long one and contain it. Jo also rejects to wear a gown for a grown-lady. They confront the purity of the womanhood.

5.2 Suggestion

Basing on the discussion and conclusion, the writer would like to put forward some suggestions.

First, the writer suggests that the readers read more of Louisa May Alcott's novels. They should read "Little Men" which details Jo's life at the Plumfield School and also "Jo's Boys" which tells about Meg's three children.

Second, it is suggested that the students of Widya Mandala analyze the main male character in "Little Women", in this case Theodore "Laurie" Laurence in their study. Laurie is told to have a less boy-nature, so it needs to be analyzed further between his personality and the masculinism at that era.

Third, Widya Mandala should provide a subject of which the focus is about the novel. There have been subjects of literature in current curriculum such as Introduction to Literature, Poetry, and Prose and Drama. Therefore, there should be a subject Novels to complete the study of literature.

Data 11

In the last chapter of this thesis, the writer would like to review what has been discussed in the previous chapters. She would like to give some suggestions based on her findings that may be useful for both teachers and students in their field of teaching and learning English.

5.1 Summary

The study under report deals with the organization of the narrative compositions of the EESP of the TTEF of WMCU students. The subjects are the students of the EESP of the TTEF of WMCU taking Writing 1 in the academic year 2006/2007 and 2008/2009. The source of data is the narrative compositions written in the final semester examination; the students were assigned to write a narrative composition based on one of the topics given. After collecting the data, the writer started analyzing them in terms of its organization. In analyzing the data, the writer first identified its structure by highlighting each part in different colors: light blue showing the orientation, yellow showing the complication, red showing the climax, grey showing the evaluation and green showing the resolution. After that, the writer drew a curve showing the flow of the narrative composition elements. Next, the writer scored the organization of each composition using a rubric from Peha which has been modified. Finally, a judgment is given to the organization.

The results of the analyses show that the organization of the narrative of the students of the academic years of 2006/2007 and 2008/2009 is excellent. It is excellent because the introduction and the resolution are clearly linked either explicitly or implicitly and establish focus. Second, the sequencing of the details is effective and logical so that the readers do not get lost although the transitional words are not explicitly stated. Out of 30 narrative compositions of both academic years 2006/2007 and 2008/2009, the organization of 22 compositions (73,33%) is excellent. Another 6 compositions (20%) is good while the rest (13,33%) are fair. In short, all parts are organized chronologically and

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Comment [U102]: 1.1 Restatement of the issue being researched

Comment [U103]: 2.1 Summary and evaluation of methods (1)

Comment [U104]: 2.1 Summary and evaluation of methods (2)

Comment [U105]: 2.2 Summary of results/findings and claims (1)

effectively that the readers get the idea what the writers want to say. Overall, this means that the student writers understand the theory of narratives given by the writing lecturers in terms of the organization.

The study also reveals that there are six organizational patterns. The organizational pattern used by the subjects. The organization which was mostly used by the students of the academic year 2006/2007 was the basic theory one; there are 9 compositions (60%) which used this pattern. This pattern starts with the orientation, moves to the complication, rises to the climax and goes down to the resolution while the organizational pattern which was mostly used by the students of the academic year 2008/2009 was the modification of the basic theory. The pattern starts with the orientation, goes up to the complication, goes down to the resolution, rises up to the climax and goes down to the resolution again; there are 7 compositions (46,67%) which used this pattern.

> **Comment [U106]:** 2.2 Summary of results/findings and claims (2)

Therefore, the writer can conclude that the organization quality of the narrative compositions written by the students of the academic year 2006/2007 is more excellent than the narrative compositions written by the students of the academic year 2008/2009; it is under a reason. Besides being logically and effectively organized, the organization pattern used by the academic year 2006/2007 students is the ideal pattern. Meanwhile, the organization pattern used the academic year 2006/2007 students is Even though the organizational patterns are varied, the readers are still able to follow the compositions with a good understanding and feel the flow of the compositions. In short, those compositions are understandable.

> **Comment [U107]:** 2.2 Summary of results/findings and claims (3)

5.2 Suggestions

The last part of this chapter which also closes to this study under report contains some suggestions concerning the result of this thesis. The suggestions are given to the authorities of the English Education Study Program (EESP) of the Faculty of Teacher Training and Education (TTEF) of Widya Mandala Surabaya Catholic University (WMSCU) and its Writing 1 lecturers, in their efforts to minimize making mistakes in teaching how to organize a composition. Also, the

suggestions are given to the future researchers of the same topic. The suggestions are as follows:

a. The authorities of the English Education Study Program (EESP) of the Faculty of Teacher Training and Education (TTEF) of Widya Mandala Surabaya Catholic University (WMSCU) should maintain what they have done in helping the students write effectively and logically with special reference to essay organization; narrative essays particularly.

Comment [U108]: 3.2 Practical implications (1)

b. The writing lecturers should keeps up their works in assisting their students produce a good composition so that they can organize their compositions logically and effectively.

c. The future researchers should cover more details in investigating the organization, such as the organization within paragraphs and sentences, to important especially that are beyond the topic of the study under report.

Comment [U109]: 3.1 Future research

There is always a goal of teaching and learning and this goal is really caused by many factors above. Therefore, how lecturers and students achieve the goal really depends on how good they can corporate and manage all those things without forgetting that as time changes, the need of every individual also changes.

Data 12

This chapter summarizes the result of analysis, concludes what have been discussed, and gives suggestions relevant to the study.

5.1 Summary

The objective of this research is to explore the writing process patterns taken by Writing 1 and Writing 3 students, the quality of the compositions produced by the students of Writing 1 and Writing 3 based on the writing processes taken, and the difference between the writing process patterns taken by Writing 1 and Writing 3 students and the quality of the compositions produced by them. Based on the objective of the study, the result of the analysis can be summarized into:

> **Comment [U110]:** 1.2 Purpose of the study

> **Comment [U111]:** 2.2 Summary of results/findings and claims (1)

1. The process patterns of writing taken by Writing 1 students are:
   a. Drafting, revising, and finalizing.
   b. Drafting-revising (done simultaneously), editing, and finalizing.
   c. Drafting, editing-revising (done simultaneously), and finalizing.
   d. Outlining, drafting-revising (done simultaneously), revising-editing (done simultaneously), finalizing.
   e. Outlining, drafting, revising, and finalizing.

   On the other hand, the process patterns of writing taken by Writing 3 students are:
   a. Drafting, revising.
   b. Drafting, finalizing.
   c. Drafting, revising, finalizing.
   d. Drafting, revising, editing, finalizing.
   e. Drafting, revising-editing (done simultaneously), finalizing.
   f. Drafting-revising (done simultaneously), editing, finalizing.
   g. Drafting-revising-editing (done simultaneously), finalizing.

2. In general, Writing 1 students' compositions have good quality. The content is relevant to the assigned topic. They organize the ideas in the composition

fluently and use simple vocabulary. Only few errors in the sentence construction and grammar are found. The compositions also demonstrate good mechanics of writing. The processes of writing affect the quality of the composition produced. The longer and more detailed the processes are, the better composition will be produced. As has been proven in this study, students who take longer and more detailed processes produce better composition in the final stage.

The quality of the compositions produced by Writing 3 is not as good as Writing 1 students. The students' compositions are short. The development of the ideas is inadequate, but the compositions are coherent and systematic. The vocabulary used is also simple and the meanings are not blurred. Errors are found in the sentence construction and grammar, but the compositions in general are still understandable. Almost all of them make one paragraph only. The ideas were not elaborated into paragraphs so that the development of the paragraph is insufficient. The more detailed processes of writing done, the better quality of the composition will be produced. The students who did the processes separately, show more improvements in the final composition.

3. There are different process patterns in the writing process taken by the students of Writing 1 and Writing 3. The series of processes of drafting, revising, editing, and finalizing is different. Another difference is in the beginning of writing process, several students in Writing 1 make outlines before making drafts, while none of the Writing 3 students write an outline.

4. The quality of the compositions produced by Writing 1 and Writing 3 students is also different. Writing 1 students produces better quality on the content, language usage, and mechanics aspect. They show more adequate and richer content. They also have better paragraphing. On the other hand, Writing 3 students show better quality in the organization and vocabulary aspects. However, in the organization and the vocabulary aspect the percentage of students of Writing 1 and Writing 3 is only slightly different.

5.2 Conclusion

Based on the results of the analysis and the discussion in the previous chapter, it is concluded that the writing process patterns affect the quality of the students' compositions. The quality of the compositions increases from the first time they start writing until they produce their final compositions. Lower semester students, in this case Writing 1 students, are able to produce compositions that have better quality than Writing 3 students' compositions on the content, language usage, and mechanics aspects. The significant difference of the quality is in the content of the composition. The compositions written by Writing 1 students have richer content with many details. In contrast, the content in the Writing 3 students compositions are so shallow and very lack of details.

People assume that upper semester students will produce a better quality of writing. In fact, it can be implied in this study that a good quality of writing is not always produced by the upper semester students. The thing that gives great effects in the composition is the process of writing. The longer and more detail process stages taken, the better quality of writing is produced. Therefore, process of writing affects the quality of compositions as stated by Hartfiel et al. (1985) that through repeated cycles of writing the quality of the compositions become more sophisticated, more complete, and more ordered.

5.3 Suggestions

Related to what have been discussed in this study, there are some suggestions presented to enhance the teaching-learning activities in the classroom and for the future research.

Because this study shows that process of writing is very important in order to produce a good quality of compositions, then in teaching learning activities teacher should emphasize the process of writing. For the pre-writing activity, the teacher can give a model of text that fits the genre of the writing which is going to be written later. This is to prevent the students in producing the incorrect genre of writing. Then, the teacher should discuss the generic structure altogether with the

Comment [U112]: 2.2 Summary of results/findings and claims (1)

Comment [U113]: 3.2 Practical implications (1)

students. After that, the teacher can lead the students to start thinking of something to write about and ask them to select what ideas to include in the composition. Then the students should organize the ideas into an outline about main ideas and supporting ideas which are relevant to the topic they are going to write. Next, the students can make a draft based on the outline made before. After that, they should revise the idea in the draft. It can be done through teacher's commenting the composition or peer evaluating. Then, they edit the language in the composition, about the errors in tenses, preposition, word function, etc. They can recheck the compositions with their friends. Since many students are still not able to distinguish the revising and editing stages, the teacher should give explanation about what should be done in the revising and editing stages. Another way that can be done is that the teacher gives check lists of what should be revised and edited so that the students are more aware and focus about what to do in every process. At last, the students can finalize their writing into a good and neat composition.

> Comment [U114]: 3.2 Practical implications (2)

In addition, here are some suggestions proposed for the future research. It will be very helpful to observe the teaching and learning activities in the classroom and monitor the activities while the students are writing compositions. In this research, the genres of the composition analyzed are different. It will be better if the genre of the compositions is the same so that the result of the analysis will be more obvious and realistic.

> Comment [U115]: 3.1 Future research (1)

> Comment [U116]: 3.1 Future research (2)

Since this research is a one-shot study, where the writer only took the students' compositions once at a time from the writing lecturer of Writing 1 and Writing 3 courses, the upcoming development of the student is not seen. It will be very useful that the research is done longitudinally which the process and improvement of the students are analyzed continuously.

> Comment [U117]: 3.3 Limitations of the study

> Comment [U118]: 3.1 Future research (3)

Data 13

In this last chapter, the writer would like to present the conclusion of her study and also the suggestions of the further research.

5.1 Conclusion

Nowadays, English has been introduced as one of important languages. In fact, English has been taught since kindergarten level to university level. Students have difficulties in learning English, especially how to write. They feel bored and not interested in learning writing because their difficulties in getting ideas and arrange them into a composition.

However, writing has an important role to support the learning of English. In fact, students face difficulties that writing is not an easy thing to do. Therefore, teachers should provide certain media in a writing class to help and encourage students to be interested in learning writing.

In this study, the writer chose picture series as the aid to teach writing for the fifth graders of Elementary School Students. Picture series is not only attractive but also guide students to think sequentially and creatively. By using picture series, students could be helped to get ideas by looking at the pictures provided. It has been proved that picture series could make students to become more interested in making composition.

> **Comment [U119]:** 1.1 Restatement of the issue being researched

Based on the result of the findings, the writer found out that there is significant difference between the result of pre-test and posttest. The t-test result shows that the score of the post-test is higher than the pre-test. The writer can conclude that picture series can give improvement to the writing achievement of Elementary School Students after being given the treatments.

> **Comment [U120]:** 2.2 Summary of results/findings and claims (1)

> **Comment [U121]:** 2.2 Summary of results/findings and claims (2)

> **Comment [U122]:** 2.2 Summary of results/findings and claims (3)

5.2 Suggestions for the Teachers

Since teaching writing is not easy to be done especially to Elementary School Students, teachers should be more creative to teach in interesting ways. Teachers should be able to choose which techniques or media that can be used and

> **Comment [U123]:** 3.2 Practical limitations (1)

suitable to be applied to the teaching learning activities. The writer suggested that teachers could use picture series and also gives some guided questions to help students comprehend how the story goes.

Comment [U124]: 3.2 Practical limitations (2)

Moreover, students will be attracted when teachers ask them to retell the story, and they will be more creative and interested in making composition through pictures. The teacher can use picture series as a teaching method to improve students' writing so that they can achieve better results in their composition.

Comment [U125]: 3.2 Practical limitations (3)

5.3 Recommendations for Further Research

The writer realized that this study is far from being perfect and still have some weaknesses. Thus, she would like to share her experience by giving some recommendations for the further research. There are some points that should get more attention. At first, the writer would like to discuss about treatments. The writer only gave three treatments. In order to get students' achievement, the writer suggests giving seven to eight treatments since it will give a better result of the study.

Comment [U126]: 3.3 Limitations of the study

Comment [U127]: 3.1 Future research (1)

Secondly, the writer would like to suggest that it would be better and more attractive if the students are given animation so that they will be more interested in writing. The animation given can be given if the condition of the classroom is supported by showing through slide show so that students will pay more attention and become more interested during the class.

Comment [U128]: 3.1 Future research (2)

Data 14

In the last chapter of this study, the writer would like to summarize what has been discussed previously. She would like to give some suggestions based on her findings that may be useful for both lecturers and students in their field of teaching and learning English.

5.1. Summary

This study under report is done to find out whether the words used in the narrative compositions written by the EESP students of TTEF of WMSCU of academic years 2006/2007 and 2008/2009 are specific and appropriate or not. In analyzing the data, the writer relies heavily on Peha's theory and his six trait writing rubric concerning on word choice. The writer uses 30 final test papers, 15 of which belonging to the students of each academic year. The writer conducted a qualitative study in which there is no hypothesis tested but it deals with narration. In analyzing the sources of data, the writer circled the class-words of each essay and labeled them specifically with N if the words are nouns, Adj. if they are adjectives, V for verbs, and Adv. for adverbs. Then the writer classified them in the analysis table. She italicized the specific words in blue and inappropriate words in red. Finally the writer gave the score and narration based on the scoring guidelines along with the quality that have been adapted from Peha's theory.

Based on the findings of this study, it can be concluded that the students under study are able to write compositions using specific and appropriate word choice. Most students still struggle to use specific words in their writing that make them tend to repeat the words so many times. Even so, it has been identified that the students have fairly used the specific words in their writing which has average score 2. The students under study also demonstrate a good knowledge of English words and meanings that in average, their usage of appropriate words has been scored 3 which means good. Based on the two characteristics, the quality of the students' writing concerning on its word choice is good (the score is 3).

Comment [U129]: 1.2 Purpose of the study

Comment [U130]: 2.1 Summary and evaluation of methods

Comment [U131]: 2.2 Summary of results/findings and claims (1)

Comment [U132]: 2.2 Summary of results/findings and claims (2)

Although the overall score indicates that the students have a good ability in using specific and appropriate words, the writing lecturers are still expected to make efforts to make the students improve their writing in terms of word choice since so many times the students deal with word repetition that creates boredom for the readers.

5.2. Suggestions

The last part of this study contains several suggestions that are delivered to the EESP authorities, Writing I lecturers and the students of EESP of WMSCU. The suggestions are given to improve the students' ability to write the compositions by using words that are specific and appropriate in context. The writer also gives the suggestions for further researches concerning on word choice.

5.2.1. Suggestion for EESP Authorities

As to minimize the word repetition made by the students when writing their compositions, the writer feels the need for EESP authorities to include vocabularies section in Writing I syllabus and in the students' textbook that this section really becomes a part of the core in Writing I lesson and not treated as an additional activity or as a trivial matter that further makes the teachers simply ask the students to read and memorize the words by themselves.

Comment [U133]: 3.2 Practical implications (1)

5.2.2. Suggestion for Writing I Lecturers

The writer suggests that Writing I lecturers still make their best efforts in teaching and training the EESP students in using words specifically and appropriately in the context. The writer thinks that the lecturers can implement triggering activities concerning on word choice based on the types of genre writing or on the topics being taught. For instance, the lecturer can introduce the verbs "swerve" and "collide" when writing on a topic like "accident" and the like through mind-mapping or others that encourage the students to create the specific words by themselves. It is suggested that the lecturers deepen the students' knowledge over specific and appropriate words in order to improve their word choice quality.

Comment [U134]: 3.2 Practical implications (2)

Comment [U135]: 3.2 Practical implications (3)

5.2.3. Suggestion for EESP Students

In order to improve the ability of EESP students to choose specific words and to use them appropriately, it is suggested for the students to read a lot of supporting books that can enrich their English vocabularies and deepen their knowledge in mastering and using specific and appropriate words.

Comment [U136]: 3.2 Practical implications (4)

5.2.4. Suggestion for Further Researchers

At the end, since this study was limited to the time, the instruments, and the relating sources, the writer of this thesis is not able to claim that the findings of this study is typical to all EESP students at any university and all English learners. Therefore, the writer suggests this study be continued by using better instruments and adequate relating sources, or using more data to be analyzed from different types of genre writing so that the results will reflect the more accurate and updated common words that are used vaguely and inappropriately.

Comment [U137]: 3.3 Limitations of the study

Comment [U138]: 3.1 Future research

Data 15

This chapter presents the discussion of the revised product and the suggestions on utilizing and disseminating the developed product as well as developing further product.

5.1   Discussion on the Revised Product

According to the evaluations done to the developed learning software, it could be concluded that this software could be applied and used as a supplementary material for the third graders of Senior High School. Since the product developed in this development was the prototype, it could also be concluded that this prototype could be further developed.

Besides using this computer-based learning material as a supplementary material, the users could also use this software to enhance their English ability and to have self-learning. The final product of this study was in the form of CD-ROM which had several components as follows:

1. Attention-gaining Materials

To attract learners' attention and arouse untimely motivation so that they are motivated to learn in a positive manner, pictures, animations and sounds are utilized. The final product of this study is completed with pictures, animations and sounds in almost every part. On the frame where learners are firstly given options of what exercises or tests they expect, there is a picture of somebody listening to an audio which is to tell learners that they are going to do so. Besides, on that frame, there are several instrumentals which they can choose. Furthermore, at the end of each exercise or test, learners are motivated with an animation and a recording which reminds them that they have finished the exercise or the test. To attract learners' attention more, the developer also added some interesting pictures in the 'view script' option. The pictures are precisely related to the topic discussed.

Comment [U139]: 2.1 Summary and evaluation of methods

Comment [U140]: 2.2 Summary of results/findings and claims

2. Learning Objectives

The purpose of informing the instructional objectives to learners is to inform what should be achieved by them at the end of the learning. Informing the instructional objectives is important to build expectations in the learners about everything that should be mastered after they learn. Another benefit is that informing instructional objectives can make learners focus on all of their activities on the learning objectives they want to achieve (Degeng, 1988). In the product of this study, every exercise or test is supported with instructional objectives of the learning. The instructional objectives are presented in writing and orally.

3. Content

The content of this developed software is organized into one language skill: Listening. The clarity of the explanation and the attractiveness of the content in the language skill, in this developed software, are supported by illustrations in the form of pictures that are expected to support the learners in comprehending the materials.

4. Exercises

As stated by Dick and Carey (1985), learning process will be successful if it is supported with adequate exercises. The exercises given in this developed software are aimed at helping the students to improve their listening skill and also know how well the determined learning objectives have been achieved. Referring to the level difficulty, the exercises provided in this developed product are arranged randomly. By all means, the exercises are accompanied with feedbacks. There are five exercises altogether in the developed software.

5. Tests

According to Dick and Carey (1985), test is particularly needed to assess learners' competencies that they have learnt. In this developed software, after doing the exercises which give immediate feedbacks, students are expected to do the tests in order to measure their listening ability. In the tests, learners will get their score after finishing the tests. In this case, if the learners intend to check whether or not their answers in the tests correct, they can check the

answers by referring to the exercises. Since the software enables learners to check their answers of the tests, the problems presented in the tests and exercises are basically the same. For example, the problems in exercise I are the same as the problems in test I. Unlike tests which give feedback at the end, exercises give immediate feedback as learners give their answer.

6. Feedbacks

Feedback is a key element in a sequence of instruction. It is the means by which a learner is able to judge his or her own performance. Without a feedback, a learner is left to perform with no sense of direction or measure of correctness (Cates: 1988). This statement shows that feedback is one of the important components in computer-based learning material. The feedbacks provided in this developed software are to inform the learners whether their answers are correct or wrong. In his case, the feedbacks can also be in the form of score.

7. Other Components

The result of the data analysis presented in Table 4.10 shows that this software was accepted by learners and that the software could give advantages over other learning media particularly books. Additionally, the existence of this developed software is believed to increase the learners' motivation in learning English. Most of the learners also considered that they were able to use this software without any guidance from their teacher. Thus, it can be concluded that the software is easy to navigate and supports individual learning.

The developed software has several strengths that also support the positive conclusion of this developmental study. The strengths are described as follows:

1. This developed software can be used as an alternative media for learning new materials.

2. It can be used as a means to increase the learners' motivation in learning.

3. This developed software can be used to introduce the model of electronic learning using computer to learners.

4. The content covered in this software is based on the listening standard of graduate competency of Dharma Mulya Christian Senior High School

Surabaya. Since the standard of graduate competency of Dharma Mulya Christian Senior High School Surabaya is mostly similar to other High Schools, the software is thus really suitable for all third-grade students of Senior High School.

5. This developed software can be considered good because it has been tested through a series of try-outs by the learners and has been evaluated by the experts.

6. The English teacher of Dharma Mulya Christian Senior High School Surabaya has acknowledged that the students show their great interest in learning by using the developed software and consequently agrees to make use of it.

7. Since the developed software does not need to be installed first in the computer, it can make the operation of this software easier.

The developer did believe that the developed software is still far from the excellence. Consequently, besides presenting the strengths of using the software, the developer presented the shortcomings of the software as well. The shortcomings are presented as follows:

> **Comment [U141]:** 3.3 Limitations of the study

1. Although the developed learning software has been revised for many times and has been approved for its suitability, there might still be several weaknesses that are still unknown. Those unpredicted shortcoming might occur when the developed software is used by other respondents. Therefore, in the further usage, if there are disadvantages or problems occur, it is hoped to be understood.

2. The validity of this developed software was tested only to 60 students, and was evaluated only by one Subject specialist and one Instructional Technologist.

3. The operation of the software requires certain facilities such as computer and money for paying the electricity charge. However, this problem did not occur in Dharma Mulya Christian Senior High School Surabaya since the computers had already been provided.

4. This developed software cannot be used in a classroom in which computers are not available.

5. The learners' computer knowledge becomes one requirement, because the software uses computers as the main device. Nevertheless, it does not need an expert skill to operate the learning software.

6. The test score cannot automatically be saved in a particular computer.

7. The voice used in the developed software is local speakers' voice instead of native ones'.

8. The types of the test items are determined randomly. In this case, there is no specific framework to organize the types of the test items.

9. The feedbacks of the test do not support the indication of which number is correct or incorrect.

10. Since this software is compatible with particular players, it is recommended to install Flash Media Player 8 or later version to run the software.

5.2   Suggestions

According to the process of the development that had been done, the process and result of a series of try-outs, and the conclusion that had been made, it is essential to give the following suggestions:

1. Suggestions for utilizing this product

As an alternative source of learning English, the developed software is very suitable to be used in particular circumstances as mentioned below.

Comment [U142]: 3.2 Practical implications (1)

a. Students are to graduate from High School and to sit for Ujian Nasional (UNAS).

b. Students face difficulties in improving listening skill.

c. Students face difficulties in learning listening since most of other resources do not give immediate feedbacks.

d. Students expect to measure their listening ability. In this point, the developed software can give students score.

e. Students intend to learn individually. In this case, the software is designed for individual learners.

There are also several things to consider to utilize the developed learning software.

a. In case the developed software is to be used for teaching-learning process in schools, the hardware (computer) should first be provided.

Comment [U143]: 3.2 Practical implications (2)

b. To make the learning process run well and effectively, learners are advisable to have a skill in operating computer before using the software.

Comment [U144]: 3.2 Practical implications (2)

2. Suggestions for Disseminating the Product

The developed software could be spread to a wide range of learners as an alternative learning resource especially for listening skill. Thus, public or private schools can also utilize the existence of this software as long as:

Comment [U145]: 3.2 Practical implications (3)

a. The related schools have computer laboratory that could support teaching and learning process via computer.

b. The students of the particular schools intend to learning by using the software and exactly have the skill to operate computer.

To find out whether or not the students are ready to use the software, Needs Analysis is necessarily suggested.

3. Suggestions for Further Product Development

Numerous suggestions recommended for further product development are described below.

a. It is suggested to provide the system in which learners' scores can be saved automatically in computer. Thus, every time learners stop studying and then would like to use the software again, they can know their prior score and continue their further learning.

Comment [U146]: 3.1 Future research (1)

b. Since native speakers' voice is likely more effective to be used for learning listening, it is recommended to provide native speakers' voice in the further development.

Comment [U147]: 3.1 Future research (2)

c. It is also suggested to produce content-free software which teachers can change or modify the content of the software if needed.

d. It is recommended to produce CALL software which can automatically save learners' test score.

e. It is also advisable to put the indication of which test item is correct or incorrect.

Comment [U148]: 3.1 Future research (3)

f. Further product development can be carried out for other English skills and components, such as speaking, reading, writing, vocabulary, grammar, and pronunciation.

g. If the further product development is going to be conducted for another school or institution, it is advisable to have Needs Analysis to both teachers and students in order to know how effectively the developed software satisfy the needs of the school.

Data 16

In this chapter, the writer draws the conclusion and suggestions of the study for the successful of teaching English vocabulary for the English teachers and for the further study for the future researchers.

5.1. Conclusion

This thesis was carried out to find out whether the use of songs as a technique for teaching vocabulary to the second grade of Junior High School students was more effective than the use of word-translation. From the data shown in appendix 3, table 2 (pp. 88-91) it was found out that the τ-obtained was greater than the τ-table which showed that there was a significant difference on Junior High School students' vocabulary achievement between those who were taught using songs and those who were taught using word-translation.

> **Comment [U149]:** 1.2 Purpose of the sudy

Based on the statement of the problem, the writer hold a research to investigate if there was a significant difference between the vocabulary achievement of the second grade Junior High School students who were taught using songs and the vocabulary achievement of those who were taught using word-translation. In this thesis, she found out that there was a significant difference between the vocabulary achievement of the second grade of Junior High School students who were taught using songs and the vocabulary achievement of those who were taught using wordtranslation. This means that Junior High School students' taught using songs had a higher achievement on their vocabulary knowledge than those taught using word-translation.

> **Comment [U150]:** 1.3 Research questions

> **Comment [U151]:** 2.2 Summary of results/findings and claims

5.2. Suggestions

In this thesis, the writer would like to give some suggestions for teachers in teaching vocabulary to Junior High School students and also some suggestions for further study.

5.2.1. Suggestions for the Teaching Vocabulary

Vocabulary takes an important role in the development of the four language skills: listening, speaking, reading, writing and science and technology. Therefore, the writer would like to suggest English teachers especially in the second grader Junior High Schools in teaching vocabulary to Junior High School students. The teaching vocabulary should be carried out using techniques, materials and activities, which are suitable for the second grade of Junior High School students' level, need and interest. In this thesis, the writer suggests the application of songs in the teaching of vocabulary to Junior High School students, especially to the second grade of Junior High School students. In conducting it, teachers should use songs that relevant to the vocabulary that is taught and familiar with students. The writer also suggests that teachers should be creative in teaching vocabulary by using simple, short and easy listening songs so that Junior High School students find it easier to memorize the vocabulary. Teachers should think how to make Junior High School students enjoy the lesson and that they would not feel hard to memorize the new words.

However, during the teaching process, teachers should pay attention to Junior High School students. They are not the same on their need, especially to those who do not like singing or get difficulty in learning vocabulary. They have a tendency to be shy which should be encouraged to join in singing together. Teachers should be able to use songs as a means to cooperate and interact with those Junior High School students and ask the rest of them to sing the song together.

5.2.2. Suggestions for the Further Study

In this thesis, the writer had only given three times treatments for each group, because there were some activities in the school which could not let the writer to conduct more than three times treatments. Therefore, the writer suggests the future researchers to give more treatments and more times to do the research. The writer hopes that this thesis would give some contributions in teaching vocabulary to the Junior High School students. The writer also hopes that her

Comment [U152]: 3.2 Practical implications (1)

Comment [U153]: 3.2 Practical implications (2)

Comment [U154]: 3.3 Limitations of the study

Comment [U155]: 3.1 Future research (1)

research can be one of the references for other studies, who do the same topic as hers.

In this thesis, the writer also would like to suggest the future researchers to make a better vocabulary test that can really test the students' vocabulary achievement. In this point, it is needed to see the comparison of the test and the score. It is also important that researchers give more treatments to get the most valid result.

Data 17

This chapter covers the conclusion of the study, suggestions for English teachers and further studies.

5.1   Conclusion

Many young learners still assume that learning English is very difficult, especially grammar. Moreover, the students always feel bored in learning tenses because they have to understand the usage and the pattern of the tenses. As such, teachers may try to create a language-learning process which is interesting for young learners by using a computer. Computer makes excellent teaching tools especially for teaching languages in any aspect. One of the programs in computer is grammar software. This study was aimed at finding out whether the students taught with grammar software obtained better acquisition on the Simple Present Tense than those taught without grammar software.

Comment [U159]: 1.2 Purpose of the study

The motivation of this study came from the fact that the majority of the fifth grade students of a particular elementary school where the researcher conducted to the students often get difficulties in doing contextual exercises, especially in doing grammar test. It was because the students got bored easily in learning tenses when their teacher taught them using deductive technique.

To overcome the problem above, the writer wanted to use an appropriate media, such as grammar software, which could aid them in giving a model how to put correct tense in context. This study was conducted to investigate whether there is a significant difference between the Simple Present Tense' acquisition to the students who were taught by grammar software than those who were taught by deductive technique.

Comment [U160]: 1.3 Research questions

Before the writer applied the treatments, she conducted try out to the pilot group V class in one of elementary school in Surabaya at the academic year 2009-2010 in order to know whether the pretest and posttest were valid and reliable. The writer developed 30 items. 10 items were in the form of multiple choices; 10 items were in the form of changing the verb, auxiliary or to be in bracket into the

Comment [U161]: 2.1 Summary and evaluation of methods

correct form to make a correct sentence; and the rest were in the form of arranging the words to make a meaningful sentence. The test took about 40 minutes.

From the calculating of the try out tests, it was found out that the result of the tests were reliable and valid. It means that the writer could apply those tests as pretest and posttest to the experiment and control groups.

In applying the treatments, the writer used the fifth grade students of another elementary school in Surabaya at the academic year 2009-2010 as her subject. The pretest was given before the students in the experiment and control groups received the treatments. The post test would be given after the students in the experiment and control groups got the treatments. It was done in order to know whether the treatments gave effect on the students' acquisition in Simple Present Tense.

The t-test formula was applied in data computation. The aim of the computation was to see the significant difference between the students who were taught by grammar software than those who were taught by deductive technique.

The result of t-test indicated that the Simple Present Tense acquisition of the students taught with grammar software is significantly better result than those taught using deductive technique.

From the analysis of the findings, the t-observation of the gain score is 2.046. It is higher than the t-table 1.684. The writer concluded that there is a significant difference between the students who were taught by grammar software than those who were taught by deductive technique. This happened because teaching Simple Present Tense using deductive technique in the control group forced the students to memorize the usage and patterns of Simple Present Tense. The students often felt bored easily with long explanation (for example: written on the whiteboard) and became uninterested in the teaching learning activities. On the other hand, the students in the experimental group felt comfortable, excited and more enthusiasts when teaching and learning activities. This may have been caused by the following reasons: the grammar software, the environment of the laboratory, and the learning experience of the students. Therefore they were able to learn the target structure quickly during the teaching and learning activities.

Comment [U162]: 2.2 Summary of results/findings and claims (1)

Comment [U163]: 2.2 Summary of results/findings and claims (2)

5.2   Suggestions

The writer tries to give some suggestions for the English teacher and for further studies.

5.2.1   Suggestions for the English Teachers

This study is intended to give contributions to English teachers. Actually, teaching English to the students is not an easy task to do, especially to young learners. Besides English teachers teach the students' language skills, they also teach language components, in this study the writer is stressed more on grammar of Simple Present Tense. This study has already discussed about the effect of grammar software and deductive technique on the acquisition of Simple Present Tense by the 5th grade of elementary school students.

To improve the students' acquisition in grammar especially Simple Present Tense, the teachers should provide the media to attract the students' attention in learning it. Using media, especially grammar software, the students can learn the materials easily, and the teachers also will not waste their time just for drilling grammatical rules. Grammar software can help the problem above in order the teacher can use his/her time more effectively for communicative activities. Simple Present Tense can be taught using grammar software. Besides, the students know and understand the patterns easily, they also can answer the questions as they do in the game. The writer hopes that the teachers use the media, especially grammar software, in teaching learning process to give more opportunity for students to be active in learning grammar in interactive ways in the classroom.

The software is only an alternative teaching medium that may be suitably used for students. Therefore, the students are still required to use other learning resources to develop their grammar. The teachers should also know how to use the software so that it can function as the writer's expectation.

If English teachers want to buy or use the grammar software, they should know some points that be found in the grammar software. The good grammar software should have some requirements: it has clear explanations, clear

Comment [U164]: 3.2 Practical implications (1)

examples, clear time signal, good pictures, good sounds, good characteristics, good animations, games and the software can be multiplied.

The important things that are needed to be observed in teaching through the grammar software are: If the software is used for classroom use, we should prepare the hardware beforehand; and before the students begin to learn, it will be better if they have already been able to operate computer, especially the teacher.

Above all, the writer hopes that the suggestions will be useful to make the teachers and the students feel enthusiastic in learning English grammar, especially Simple Present Tense so that the learning points could be achieved.

5.2.2   Suggestion for Further Studies

The writer realizes that this study is still far from being perfect. Nevertheless, she hopes that this study can be used as a reference for other researchers who will carry out further research in improving students' grammar acquisition by using grammar software. There are some problems of the grammar software which are faced by the writer:

Clear explanation is very important, because it is an important part of the content in teaching learning activity. The program does not explain certain words in Simple Present Tense clearly and specifically. For example: the program does not explain about adverb; what adverb is and the example of adverb. Therefore the students can not understand and know about the meaning of certain words without detail explanation.

The problem occurs when the software can not be copied; the next researchers should pay attention to the teachers' ability in operating and handling the computer, especially grammar software. It is because the teachers who will handle and operate the software in class during teaching-learning activities.

The grammar software does not give negative and interrogative exercises. As the consequence, the students only master of Simple Present Tense in affirmative test. To solve the problem, the writer gives worksheet that covers affirmative, negative, and interrogative items to the students. For further studies, they have to be careful if choosing the software. They have to pay more attention to the exercises in the grammar software.

Comment [U165]: 3.3 Limitations of the study

Comment [U166]: 3.2 Practical implications (2)

Comment [U167]: 3.1 Future research (1)

Comment [U168]: 3.1 Future research (2)

When the program is running, the user can not go back to the previous slide and move to the next slide. If the user wants to go back, the user has to back to the first slide not the previous slide. If the user wants to go to next slide, the user has to wait for this section until it is ended. The program also does not explain the user's mistake when the user's answer is wrong. The feedback just says the answer is wrong without answer key or some explanations why the answer is wrong. The user has to try the answer until it is correct by himself. Consequently, the students do not know the reason why their answer is wrong.

By sharing the weaknesses found in this study, the writer expects that the next researchers will get a better and valid result by using a better research design and a wider scope of subjects. The writer would like to give some suggestions for further researchers as follows.

Comment [U169]: 3.1 Future research (3)

First of all, the grammar software must be clear and easy to learn. The explanations or directions in grammar software must be clear and brief in order that the elementary school students can understand the point easily. The further studies have to pay more attention of choosing the grammar software. The grammar software should have the explanation, grammatical rules, examples and exercises of grammar, in this case Simple Present Tense. The students in elementary school usually use in Indonesian and English, so that the future researchers should use grammar software that is bilingual. The future researchers can select and choose the good grammar software. The software should have, at least: clear explanations, examples, and exercises with interesting pictures, sounds, and animations. It is very important because the students' acquisition depends on the content of the software.

Comment [U170]: 3.1 Future research (4)

Comment [U171]: 3.1 Future research (5)

Second, when doing experiment in the experimental class, the writer got some difficulties to apply the grammar software entitled "Bobby Bola dan Peri Buku Ajaib" because the program can not be multiplied. After consulting with her advisor, the program must be handled and operated by the teacher. So, for further studies and the teachers who want to apply the grammar software in class, they have to choose the program that can be multiplied. Therefore, the students can operate and handle it by themselves during teaching and learning activity. Before

the students operate the program, the researchers should tell and teach the students how to operate the program first.

Third, further studies have to be careful if choosing the software. Do not choose the program that can not go back to the previous slide or move to the next slide when the program is running because it will waste the time if the user has already mastered a certain subject. The user has to wait for a while until the section finished if she/he wants to go the next slide or back to the previous slide. Moreover, the feedback of the program does not give explanation of the user's mistake. Therefore, the students do not know the reason why their answer is wrong. Further studies have to try the program first and see the detail of the design of the program before they buy the software program.

Data 18

This chapter consists of two parts; summary and suggestions related with all theories, explanations, and discussion of this study under report which have been written previously.

5.1   Summary

This study under report describes the quality of conventions in narrative compositions. To identify whether the compositions have correct and communicative conventions, the writer conducted a data analysis relying on Peha's theories. The source of the data is 30 final test compositions made by the Writing 1 students of English Education Study Program of Widya Mandala Catholic University Surabaya in academic year of 2006/2007 and 2008/2009.

In analyzing the data, first, the writer reads all the contents of each composition. Then, she puts circle on the mistakes occur and gives them symbols. After that, she lists the mistakes and transfers it into a table. And then, she gives score to each composition based on the rubrics she made before relying on Peha's parameters. Finish giving the score, she writes her comments about the errors. Finish analyzing the compositions academic year 2006/2007, she does the same steps to the compositions academic year 2008/2009. After all, she calculates all the score and finds the mean score. At the end of the analysis, she describes the findings and classifies the most common errors.

The findings of this study under report are: the compositions made by the Writing 1 students in academic year 2006/2007 are considered excellent for the compositions demonstrate correct and communicative conventions. On the other side, the compositions of academic year 2008/2009 are considered good. It demonstrates mostly correct conventions, but it still needs some revisions. After being calculated, generally, the compositions made by the Writing 1 students of EESP of WMCUS are considered good, and in this case, punctuations revisions are necessary needed. From the comparison between two academic years, it is obvious that the quality of the conventions in students' writing decreases.

Comment [U172]: 1.1 Restatement of the issue being researched

Comment [U173]: 1.2 Purpose of the study

Comment [U174]: 2.1 Summary and evaluation of methods

Comment [U175]: 2.2 Summary of results/findings and claims

5.2   Suggestions

This study under report is expected to be useful for the following parties.

5.2.1   Suggestions for English Department

From the mean score (see table 4.31), it is clear that the quality of the conventions of the compositions of academic year 2006/2007 is better than academic year 2008/2009. And the most crucial mistake is punctuation. The department may asked the lecturers in charge in teaching writing to design an additional material for writing courses especially for comma usage.

Comment [U176]: 3.2 Practical implications (1)

5.2.2   Suggestions for Writing Lecturers

For the lecturers in charge, they can give many exercises about punctuations. And always emphasize the comma usage which is very crucial in translating the writer's thoughts and ideas. Maybe before coming into the main teaching learning activity of writing, the lecturer can do a brief explanation about comma usage. The lecturer needs to really pay attention at the compositions made by the students especially for punctuations: comma usage. And at every end of the class, the lecturer discusses the mistakes that the students made in the compositions, so that they are habitually use the correct punctuations.

Comment [U177]: 3.2 Practical implications (2)

Comment [U178]: 3.2 Practical implications (3)

5.2.3   Suggestions for the Future Researcher

As everything is not perfect, this study under report is far from perfect. There are still many weaknesses which are beyond the writer's ability. Based on the results, the punctuations in the compositions are not correctly displayed. Mostly, they are errors of comma usage. Because of this condition, the next researcher can describe the quality of students' compositions focused only on punctuation with deeper description.

Comment [U179]: 3.3 Limitations of the study

Comment [U180]: 3.1 Future research

Data 19

This chapter is presented to give the conclusion of what have previously been discussed and to give some suggestions concerning to this study.

5.1 Conclusion

Writing an argumentative essay is a predominant skill for one to write a good paper and research. The students are required to master the skills of writing a sound argument in the Writing IV class before proceeding into Scientific Writing class.

In arguing about his belief and assumption, a writer should have a strong position with good evidence. He should clarify what he stands for and articulate his ideas to which he has a commitment. To state his claim carefully and properly, a writer can use certain types of expression, called hedges. Hyland (1995) states that "hedging is a rhetorical means of gaining reader's acceptance of claims, allowing writers to convey their attitude to the truth of their statement and to anticipate possible objection". Hedges allow writers to express claims with precision, caution, and modesty so that they become significant resources for academics.

Students of the English Department of Widya Mandala Catholic University Surabaya taking Writing IV learn argumentative writing. In learning argumentative writing they learn to write discussion text type in which students presents arguments and information about both sides of an issue and then make a judgment or recommendation about the issue.

The writer then decided to study the students' argumentative writing. She decided to study this topic because to her understanding that study on the use of hedging in English as a foreign language is rarely done in Indonesia although this topic has been broadly investigated abroad since the 1970's. Besides, she hopes that this study would be a good reference for the readers, especially the lectures and the students of the English Department of Widya Mandala Catholic

Comment [U181]: 1.1 Restatement of the issue being researched

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University Surabaya, to improve their ability in teaching and producing oral and written discourse.

Thus, this study aims at finding the types and the functions of hedges in the Argumentative Writing of Widya Mandala Catholic University Surabaya students. The writer selected one of Writing IV classes offered in the odd semester of the academic year 2009-2010 of Widya Mandala Catholic University Surabaya, which was class B as her subject of the study.

In this study, the total number of hedges found covered 8 types of hedges which are Modal Auxiliary Verbs (34.05%), Adjectives (25.80%), Adverbs (11.30%), Nouns (7.79%), If Clauses (7.48%), Introductory Phrases (5.95%), Compound Hedges (5.95%), and Modal Lexical Verbs (1.68%). Modal Auxiliary Verbs (33.74%), the most frequent type of hedges used by the students, is mostly found in the *Arguments for* part of the essays.

Besides, this study also found that those hedges covered 2 functions of hedges under study, which were to show softeners (10.03%) and to show degree of certainty (89.97%). It is then clearly seen that the most frequent function of hedges found in this study is to show the degree of certainty (89.97%). It is mostly discovered in the *Arguments for* part of the Discussion Text Type.

From the findings, the writer has finally come to a general conclusion that the students of Widya Mandala Catholic University Surabaya tend to use hedges in the *Arguments for* part in their Discussion essays. The most frequent hedges used are used are Modal Auxiliary Verbs (34.05%), and the most frequent function of hedges used is to show degree of certainty (89.92%). These findings suggest that the students tend to use Modal Auxiliary Verbs of *should*. By using the respective Modal Auxiliary Verbs, they intend to express their ideas in the argument politely and indirectly. Furthermore, they use hedges to carefully anticipate the possibility of opposition to their arguments.

Comment [U182]: 1.2 Purpose of the study

Comment [U183]: 2.1 Summary and evaluation of methods

Comment [U184]: 2.2 Summary of results/findings and claims (1)

Comment [U185]: 2.2 Summary of results/findings and claims (2)

Comment [U186]: 2.2 Summary of results/findings and claims (3)

5.2 Suggestions

In line with the study above, the writer would like to give some suggestions for the improvement of the writing teaching methodology, student's writing skills, and further research related to this study.

5.2.1 Suggestion for the Writing Teaching Methodology and the Students Writing Skills

Based on the findings of this study that students tend to use certain types of hedges among others, the writer would like to suggest that writing lecturers are expected to give explicit explanation of the using of hedges in argumentative writing. It could be begun by explaining the types of hedges and their examples continued by explaining the functions of hedges. Thus, by reading this study, readers can learn how to improve their written and oral discourse using hedges.

> **Comment [U187]:** 3.2 Practical implications

5.2.2 Suggestions for Further Studies

Since the writer realizes that this study has not been perfect due to the limited time and subjects of this study, the writer would like to suggest other students to conduct further studies on this topic. In this study, the writer only took one class to be her source of data. It will be better if the next studies use more than one class to be the source of data so that the result would be more valid. Besides, the writer suggests the using of different functions of hedges since this study analyzed hedges to show softeners and to show degree of certainty. We can discuss this further since there are still many other functions of hedges that could be analyzed in the following studies, for example, based on Prince et al. (1982), as mentioned in Nugroho (2002), the functions of hedges are as rounders, adaptors, plausibility shields, and attribution shields. Furthermore, the writer also suggests that there will be another study of the using of hedges in other genres, for example exposition and review, for it would be interesting to research whether the frequency of hedges on these two genres would be similar to the findings of this study.

> **Comment [U188]:** 3.3 Limitations of the sudy

> **Comment [U189]:** 3.1 Future research (1)

> **Comment [U190]:** 3.1 Future research (2)

Data 20

This chapter consists of two sections. The first one is the summary of the main points presented in the previous chapter. The second section is some suggestions related to the study under report.

5.1 Conclusion

African American Language (AAE) has its development in a case of using it which is the first time known as the language for vertical communication between the master and the slave, but, nowadays, its use has been in progress dealing with the purpose of horizontal communication as it is implemented to talk with the others without any gap. Through this research, the writer believes that the use of AAE for language communication does not merely show the lack comprehension of Standard American English (SAE) as or lower social status, education of its users, but it sometimes transgresses to the symbol of language solidarity and teenagers. However, in some ways, the use of AAE is also influenced by some reasons above.

According to the research, this study explores the nature of African American English in English R and B Hip-Hop Song Lyrics, especially its relationship with AEE lexical and grammatical features compared with Standard American English.

> **Comment [U191]:** 1.1 Restatement of the issue being researched

The investigation of the research is supported by the study of language identity in Sociolinguistics, especially of African American English (AAE). The instruments are taken from English R and B Hip-Hop Song Lyrics. The result of the analysis is to compare between theories about AAE lexical and the grammatical features and the research that have been found in the song lyrics.

> **Comment [U192]:** 1.2 Purpose of the study

In this case, AAE grammatical features show the distinctiveness toward Standard American English (SAE) including tense and some aspects of grammatical markers that indicate African American features as manifested in English R and B Hip-Hop Song Lyrics. According to the data analysis and findings, the omission of "to be", the use of general negatives "ain't" and double

> **Comment [U193]:** 2.2 Summary of results/findings and claims

negation are mostly indicate the AAE grammatical features, instead there is an implication between the omission of "to be" in formulating the sentences in present continuous tense. In a case of Lexical features, they have special characteristics which cannot be found in SAE. The lexical choices that are used distinctively contrasted with the SAE lexical term, such as "niggas", means "negroes" in SAE. Some lexical features also have different meaning according to literal and contextual meaning.

5.2 Suggestions

The writer compared her study with one conducted by Fransisca Hardianto, who had a similarity to the title's of the writer's thesis. She discussed the prokem language used by teenagers in Surabaya meanwhile the writer discussed the lexical and grammatical features of AAE in English R and B Hip-Hop Song Lyrics. Both of them do the research about the language use in special purpose, especially concerning with the language use itself and its users.

Realizing that this kind of study is also broad to explore, especially its culture and lexical features, she suggests the following researchers have to provide the sources as much as possible in order to get a better result at the end of the research. [Comment [U194]: 3.1 Future research (1)]

The writer conducted her research by taking her data sources through 5 English R and B Hip-Hop Song Lyrics considering that Afro-American English is close indeed to English R and B Hip-Hop genre. However, the writer still find the lack of her research, therefore, to support the next researchers who intend to explore the similar topic as the writer did, she suggests to combine the use of songs and movies in assessing for better result, in viewing the fact that the language style that is used in songs, more aesthetic and poetic, quite different to the language used in a daily conversation, as it is described on the movies, more natural, simple and easy to understand. [Comment [U195]: 3.3 Limitations of the study] [Comment [U196]: Future research (2)]

The writer suggests the next researchers who are interested to explore the nature of AAE into other analysis that also dominantly appear as a phenomenon in language social life, for example, the implication between gender and using AAE. [Comment [U197]: Future research (3)]

The sociolinguists has stated that the gender takes an important role in applying AAE, therefore, the next researchers can have further research to re-approve or rebut about it.

Appendix 2: Lexical Phrases to Express Restatement of the Issue being Researched

No.	Contents	Lexical Phrases (Expressions)	Amount
1.1	IS	1) the writer decided to conduct a study about (Data 2)	1
		2) the study under report deals with (Data 11)	1
		3) this study dealt with (Data 3)	1
		4) since (listening) is an important skill,… (Data 5)	1
		5) in this chapter, the conclusions about (Data 4)	1
		6) the (developed software) is (functioned as a media to deliver)… (Data 6)	1
		7) this thesis will help the readers to know a lot about (Data 8)	1
		8) the writer decides to analyze (Data 10)	1
		9) in this study, the writer chose (Data 13)	1
		10) this study under report describes (Data 18)	1
		11) the writer then decided to study (Data 19)	1
		12) this study explores (Data 20)	1

Appendix 3: Lexical Phrases to Express Purpose of the Study

No.	Contents	Lexical Phrases (Expressions)	Amount
1.2	PU	1) this study is aimed to (Data 1)	1
		2) the study was conducted to (Data 7, Data 9)	2
		3) this study under report is done to (Data 14)	1
		4) the objective of this research is to (Data 12)	1
		5) this thesis was carried out to (Data 16)	1
		6) this study was aimed at (Data 17)	1
		7) to identify… (Data 18)	1
		8) this study aims at (Data 19)	1
		9) the result of the analysis is to (Data 20)	1

Appendix 4: Lexical Phrases to Express Research Questions

No.	Contents	Lexical Phrases (Expressions)	Amount
1.3	RQ	1) answered the two major problems of this study. They are… (Data 1)	1
		2) the research question of this thesis is (Data 8)	1
		3) the writer analyzes how (Data 10)	1
		4) the writer hold a research to investigate if (Data 16)	1
		5) this study was conducted to investigate whether (Data 17)	1

Appendix 5: Lexical Phrases to Express Summary and Evaluation of Methods

No.	Contents	Lexical Phrases (Expressions)	Amount
2.1	ME	1) in order to answer those questions, (Data 1)	1
		2) the method used in this study is (Data 2)	1
		3) the subjects (of the study) are/were (Data 11, Data 3, Data 7, Data 9)	4
		4) in/after analyzing (the data) (Data 11, Data 14, Data 8, Data 18)	4
		5) …is used to (Data 3)	1
		6) the writer took (Data 5)	1
		7) after conducting (Data 5)	1
		8) based on (Data 6)	1
		9) the writer emphasizes (Data 10)	1
		10) she also uses (Data 10)	1
		11) according to the evaluations done to (Data 15)	1
		12) (she) conducted (Data 17)	1
		13) the writer selected (Data 19)	1

Appendix 6: Lexical Phrases to Express Summary of Results/Findings and Claims

No.	Contents	Lexical Phrases (Expressions)	Amount
2.2	FI	1) to conclude, (Data 1)	1
		2) this study discovered that (Data 2)	1
		3) the results of the analysis/study (seem to) show (that) (Data 2, Data 13, Data 11, Data 7, Data 20)	5
		4) the study also reveals that (Data 11)	1
		5) the writer can conclude that (Data 11, Data 13)	2
		6) as the conclusion (Data 3)	1
		7) (based on the result of the findings,) (the writer/this study) found (out) that (Data 5, Data 13, Data 16, Data 19)	4
		8) the result of the calculation shows that (Data 5)	1
		9) it comes to a conclusion that (Data 5)	1
		10) (based on the findings of this study/from the result of the research/analysis,) it/the writer (can/could be) concluded that (Data 4, Data 6, Data 14, Data 9, Data 12, Data 15, Data 17)	7
		11) there were … found (Data 7)	1
		12) in conclusion (Data 7)	1
		13) it has been identified that (Data 14)	1
		14) the main problem of the (Data 8)	1
		15) based on this analysis (Data 10)	1
		16) can be summarized into (Data 12)	1

		17) from the analysis of the findings (Data 17)	1
		18) the findings of this study under report are (Data 18)	1
		19) in this study (Data 19)	1
		20) the writer has finally come to a general conclusion that (Data 19)	1

Appendix 7: Lexical Phrases to Express Future Research

No.	Contents	Lexical Phrases (Expressions)	Amount
3.1	FU	1) it would be worthy for future study to (Data 1)	1
		2) it also worth to be discovered (Data 1)	1
		3) it will be better (in the future) to/if (Data 1, Data 5, Data 12)	3
		4) can be added with (Data 1)	1
		5) the future study should (Data 1)	1
		6) the study can also go further (Data 1)	1
		7) it would be valuable to observe (Data 1)	1
		8) (she) recommends (Data 2)	1
		9) the future/next researchers should (Data 11, Data 17)	2
		10) for/in the next study (Data 3, Data 7)	2
		11) the treatments should (Data 5)	1
		12) this study can be continued by having a research about (Data 4)	1
		13) it is suggested that (the further development) (Data 6, Data 10)	2
		14) it is necessary to (Data 6)	1
		15) further development, …, is very essential to be done (Data 6)	1
		16) the writer (would like to) suggests (this study be continued by/the next or future researchers) that/to (Data 7, Data 14, Data 9, Data 13, Data 16, Data 19, Data 20)	7
		17) next study could investigate (Data 7)	1
		18) next study the writer hoped (Data 7)	1

		19) there will be other studies (Data 9)	1
		20) further studies will (Data 9)	1
		21) it will be very helpful to observe (Data 12)	1
		22) it will be very useful that research (Data 12)	1
		23) it is suggested to (Data 15)	1
		24) it is recommended to (Data 15)	1
		25) it is also advisable to (Data 15)	1
		26) it is also important that researchers (Data 16)	1
		27) for further studies (Data 17)	1
		28) the next researchers will (Data 17)	1
		29) the further studies have to (Data 17)	1
		30) (for) the future/next researchers can (Data 3, Data 17, Data 18)	3
		31) it will be better if the next study (Data 19)	1
		32) she suggests the following researchers have to (Data 20)	1
		33) to support the next researchers, she suggests to (Data 20)	1

Appendix 8: Lexical Phrases to Express Practical Implications

No.	Contents	Lexical Phrases (Expressions)	Amount
3.2	IM	1) this technique can be (Data 1)	1
		2) the writer (would like to) suggested/s (that) (Data 1, Data 5, Data 14, Data 10, Data 16, Data 19)	6
		3) (teacher) should (be) (Data 1, Data 2, Data 11, Data 4, Data 6, Data 7, Data 10, Data 12, Data 13, Data 15, Data 16, Data 17)	12
		4) (teachers/the writer) (feel the) need to/for (Data 1, Data 14)	2
		5) …(it) is suggested (that/for) (Data 1, Data 14)	2
		6) (teachers) have to (Data 1, Data 5, Data 9)	3
		7) it is really important for teachers to (Data 1)	1
		8) (this technique/the lecturer) needs (Data 1, Data 18)	2
		9) …also suggested (Data 2)	1
		10) to …, there must be (Data 2)	1
		11) in the future, it is hoped that (Data 2)	1
		12) there are some suggestions for (Data 3)	1
		13) (the teachers/her research) can/could (be) (Data 5, Data 4, Data 7, Data 12, Data 13, Data 15, Data 16, Data 18)	8
		14) (the students) must (Data 4)	1
		15) …is very suitable to (Data 6, Data 15)	2
		16) it is (very) recommended (that/for) (Data 6)	1
		17) …provides the perspective how to cope with (Data 8)	1

		18) it is better for (Data 9)	1
		19) are advisable to(Data 15)	1
		20) this study can (Data 17)	1
		21) (the department) may (Data 18)	1

Appendix 9: Lexical Phrases to Express Limitations of the Study

No.	Contents	Lexical Phrases (Expressions)	Amount
3.3	LI	1) the study/writer (had) only (Data 1, Data 12, Data 13, Data 16, Data 19)	5
		2) this study has not covered (Data 1)	1
		3) this study is focused on (Data 3)	1
		4) this study is/was limited in/to (Data 3, Data 14)	2
		5) this study is (still) far from (being) perfect (Data 5, Data 6, Data 17)	3
		6) have some weaknesses (Data 5)	1
		7) still has many aspects needed to elaborate (Data 7)	1
		8) is still far from the excellence (Data 15)	1
		9) there are still many weaknesses (Data 18)	1
		10) the writer still find the lack of her research, (Data 20)	1