

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the writer's study about the students' perception on argumentative writing in Writing D class.

#### 5.1 Conclusion

The objective of the writer's study is to know the students' perception on argumentative writing. The subjects were fifty-six students of batch 2018 English Language Education Study Program, Faculty Teacher Training and Education in Widya Mandala Surabaya Catholic University. The writer asked her friends to fill out the testing questionnaire before the writer shared the questionnaire to the batch 2018 students. From fifty-six students of batch 2018, the writer can reach only fifty students.

To find out the students' perception on argumentative writing, the writer shared an online questionnaire named Google Form to batch 2018 students. The questionnaire contains seventeen statements which already divided by the writer into seven sections. The result shows that the majority of English Department students already understood and admitted on the importance of having good writing skills in English. The majority of English Department students also agreed and understood that having good writing skills, especially in English, can be beneficial for their future career.

The majority of English Department students also agreed on the implementation of the Writing D syllabus, because it makes the students understand and know the outline of each meeting in Writing D class. Also, writing an argumentative essay improves the students' writing skill and critical thinking. It makes them feel confident to search and build a strong argumentation and make them more open-minded.

The majority of English Department students think that receiving feedback from lecturer is important. Because, when the English Department students received feedback from the lecturer, they knew the mistakes that they made so that they could be more aware for the next assignment.

## **5.2 Suggestion**

The writer separates the suggestion section into two categories. The first category is for the lecturers of Writing D course and the second category is for the future researchers with a similar topic as the writer's study.

### **5.2.1 For Lecturer of Writing D Course**

For lecturers of Writing D course, the writer would like to express gratitude because the lecturer has done a great job in teaching about argumentative writing. It has been proven at Table 4.2.3, statement five and statement six, where 98% of the majority of English Department students said that after they learned on argumentative writing, their writing skill improved and they thought more critically and open-mindedly. From Table 4.2.7, statement 17, where 48% of the English Department students still did not receive either feedback, comments, or advices from the lecturer. Subsequently, it could be better if the lecturer gives feedback, advice, and comments in a detailed way so that the English Department students know their mistakes and did not repeat the mistakes.

### **5.2.2 For Future Researchers**

For future researchers that have the same topic as the writer's study, the writer knows that this research is not perfect and still has some topics that the writer did not write and discuss in this study. The writer hopes that future researchers can do an interview to give more insight and ideas on the students' perception. The reason why the writer suggests interview is to know the students' perception better since the subjects might do social desirability bias where the subjects were not honest in fill out the questionnaire. Future researchers can do research on a lecturer's point of view, the implementation of argumentative writing in class, the advantages and disadvantages on learning argumentative writing, etc. Also, future researchers can assign a task to the English Department students to know deeper on how argumentative writing improves the students' writing skills.

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