

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first is the conclusion of the thesis. The second deals with some suggestions of the writer concerning proposed models for teaching writing through reading comprehension passages that may be useful for English teachers when they want to put this technique into practice.

5.1 Conclusion

Among the four skills in English, many students consider writing as a difficult skill to master; however it is one of the language skills which has to be achieved by the students who are learning English as a second language.

To help students avoid the difficulty in their writing class, students are provided with reading comprehension passages as a model writing. It is used to suggest situations, ideas, thoughts, or events and even enable the students to improve their grammar, vocabulary, organization of the paragraph, etc. Besides that, it can arouse the students' interest, confidence and give motivation that are certainly required by students as

learners.

There are three steps in teaching writing through reading comprehension passages from the easiest one to the most difficult one.

In controlled composition, the teacher gives the students a model passage complete with the questions. The teacher asks them to answer the questions by joining the conjunction, preposition, or connection phrase in a complete answer. Then, they are asked to arrange the answers into a good story and last give a title.

While students are doing their work, the teacher goes around the class to check whether the students find any difficulties or not.

After practicing a lot of controlled compositions, students are given semi-controlled composition. In this step, after students have read the model passage, the teacher asks some questions to check their understanding of the text. Then, students are asked to answer the questions and arrange them to make a good story. In answering the questions students are not provided with any conjunctions.

In addition to controlled and semi-controlled composition, students are given free composition to give them an opportunity to write freely using their own words as far as possible. In this teaching-learning activity

students are asked to write a composition with the same topic as the passage given.

5.2 Suggestions

At the end of the study, the writer would like to give her suggestions to the English teacher, especially in Teaching Writing through Reading Comprehension Passages. The writer hopes that the following suggestions will be useful.

Before the teacher asks the students to write, the teacher has to state clearly to the students that writing is not a talent. Writing is a skill that can be learned through reading. Then the teacher should motivate them to read a lot.

In teaching writing using reading comprehension passages, the teacher may also let her students bring and choose their own reading passage as a model writing which according to them is more attractive and interesting. The teacher, then collects students' reading passages and asks them to choose one of them. This chance will arouse their interests deeper and make them write more easily.

It would be better that when the teacher discusses narrative writing, the teacher should give the students narrative reading, and so on. The teacher can also give some examples of reading passages that are related to the

topic of the writing subjects to be discussed with students. So students could know the way the writer expresses his ideas, his choice of words, the way he joins sentences with conjunctions, particles, etc, to form a continuous paragraph.

In addition, the writer also wants to suggest about correction done by the students themselves. It is better, before the students correct their friend's work, that the teacher explains the symbols of correction such as T for tenses, Sp for spelling, N for notion, etc.

Finally the writer realizes that her study is still a theoretical one. She would like to suggest that other students conduct experimental studies on the same topic as the writer has made to prove the effectiveness of using reading comprehension passages to teach the writing skill.

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