

CHAPTER V

CONCLUSION AND SUGGESTION



CHAPTER 5

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In the last chapter, the writer would like to present first the conclusion of the thesis and second some suggestions that may be useful to English teachers, especially writing teachers.

5.1 Conclusion

All teachers know that language plays an important role in education. Language is the means of expression and communication, the medium of thought and a central tool for learning. In recent years, there has been a great deal of interest in teaching language as communication and in making more and more use of student-to-student communication.

In the past, teacher was seen as a 'knower'. The teacher spoke most of the time and constantly passed judgment on students' performance. This happens in writing classes, too. Writing teachers control their students' writing so that they do not practise making errors, and at the same time train them to communicate effectively in English. Consequently, both teachers and students consider writing as a tiring job.

Nowadays, there is a shift focus in the classroom. Students should have a more active role as active involvement in the learning process means helping themselves become more accurate in the use of language. As Nelson (1984:6) points out learning is something that the learner does, and ... he does it best when the teacher does not stand over him, breathe down his neck, jiggle his elbow, and chatter into his ear.

Small group work where mutual communication among peers and self study occurs appears to be a potentially more meaningful social environment for promoting language use and comprehension than the traditional classroom. Group work has some advantages. First, it provides natural setting and a positive, affective climate since students find it easier to express themselves in front of a small group of their peers allow them to be relatively inexplicit and incoherent, uncertain and self-contradictory and to change direction in the middle of a sentence. Second, it motivates learners as it involves students' interaction which is less threatening. Third as they are motivated, they participate freely without feeling embarrassed because they make errors. Fourth, it strengthens self-concept and sense of self-direction since group work provides students a chance to use the target language by practising together and helping each other with all the skills in the new language.

Last but not least, group work leaves teachers more time to help students, especially the slow ones, to note some problems arisen in class, and to think for future remedial work.

Group work should not be regarded as an activity that offers relief from the so-called superior routine language practice, but rather as an opportunity for students to consolidate what has already been learnt and to practise using the language for natural and meaningful communication.

5.2 Suggestion

At the end of this study, the writer would like to give some suggestions. Hopefully, the suggestions will be useful to teachers.

1. During the discussion period, teachers should monitor the students' activities. It is due to the fact that there is a tendency on the part of some members of the group to monopolize time and talk, while other remain passive. Therefore, teachers are suggested to appoint that particular member as secretary or observer who has to listen to the negotiations among the members, take notes, and at the end of the discussion, give an account of the group's findings and overall performance. This is a sort of first step for that student to be more active in the next meeting.

2. Teachers should not stand in front or center of the classroom during the discussion. Having teachers stand in front or center of the classroom will distract the students' attention. Students tend to talk to the teacher alone instead of their friends in the group. Therefore, teachers are suggested to move around the classroom from one group to another group overseeing how the students work. However, they should do it without disturbing or distracting the discussion.

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