Chapter 5

Conclusion and Suggestion

Finally, it comes to the final part of this research paper in which the conclusion that is drawn from the findings and discussions is presented, and then suggestions for further research and the improvement of the English writing courses in Indonesia are given.

Conclusion

From the discussion of the syntactic maturity analysis, it can be concluded that:

1. The syntactic maturity is continuously developing across the secondary levels as manifested in the English written texts composed by bilingual students of grade 7 to grade 9 in a secondary school in Surabaya; with the following details of the indicators revealed below:

    a. The mean T-unit length is developing across the secondary levels from grade 7 to grade 9.

    b. The mean subordinate clause index decreases a little bit from grade 7 to grade 8, but develops from grade 8 to grade 9.

c. The mean clause length is developing from grade 7 to grade 8, but then is dropping in grade 9 which makes it the lowest among the three grades.

d. The mean sentence length is continuously developing from grade 7 to grade 9.

e. The mean clause coordination index is increasing from grade 7 to grade 8, and then decreasing from grade 8 to grade 9.

f. The index or ratio of the errorneous T-units/total T-units does not decease or increase from grade 7 to grade 9. Thus, in this study the errorneous index is not discriminating the syntactic maturity across levels.

Referring to Hunt's (1968), O'Donnel's (1968, 1975), and Dixon's (1970) studies which have proved that T-unit length is the best syntactic maturity measure among the other indicators, and based on the mean T-unit length found out in this study, it can be reconfirmed that the syntactic maturity is developing across the secondary levels--from grade 7 to grade 9 as shown in the English written texts composed by the bilingual students of a secondary school in Surabaya.

2. In regards to the influencing factors, the discussions have confirmed that there are three dominant factors with

universals and individual variations which play important roles in the English syntactic maturity and development of the bilingual students in a secondary school in Surabaya

- Firstly, the innate acquisition device enables the students to acquire both English and Indonesian almost simultaneously although with somewhat different levels of individual development.

- Secondly, the amount of inputs that are obtained from the English-speaking parents, English-speaking teachers (native and non-native), English-immersion program schooling, English movies, books and social media have also played significant role in the process of syntactic maturation and development as they have provided the students with a variety of meaningful English resources through daily interactions.

- Thirdly, the opportunities to produce outputs that the families and schools provide have enabled the students to use their English and then modify it during the process of production. More opportunities to use the language means more opportunities to continuously improve the language; hence, the higher possibility to acquire more mature syntactic ability.

- Last but not least, there are also individual variations in the sequence of the syntactic development in addition to the universal ones (Menyuk, 1976) that have caused different syntactic maturity and development in each individual result of this study's findings, regardless of their grade levels.

Suggestions

Considering the results and the limitation of this study, it is recommended that the following important points be taken into account:

For further studies:

1. To improve the test reliability, it is recommended that a similar study be carried out by testing the subjectss to write two or three different genres or text types with stricter control of the tests such as number of minimum and maximum words, topics, timed session, and may be the same schedule for all subjects across levels. By this, it is expected that a more reliable result might be obtained.

2. Due to the limitation of the number of the subjects, it is suggested that a bigger number of subjects including higher grade levels (grade 10 to grade 12 or even to the university

students) be involved to get a more comprehensive result of the study as the syntactic development might still take place up to the year of nineteen (Scott in Gustafson, 2011).

3. In order to study further the factors which play significant roles in the English syntactic maturity and development, it is recommended that a longitudinal research be carried out so that a more consistent, and accurate result can be revealed.

4. To find out more accurate explanation of the individual variation which influences the individual syntactic maturity result, a more detailed case study is suggested to be conducted.

5. Further to the result of this study, a research can also be conducted to identify the area of weaknesses so that a better teaching strategy for the improvement of English writing courses can be proposed.

For the improvement of English writing courses in Indonesia:

1. The results of this study and the discussions have shown how important the roles of inputs and outputs in addition to the acquisition device that the students bring along as their innate capacity. Thus, it is suggested that the curriculum

developer(s) of English writing courses in Indonesia in general (not only in the bilingual schools) give enough proportion to the meaningful English inputs and opportunities to use English in the appropriate contexts.

2. The results of this study has shown that teacher input plays important role in the success of English acquisition as Brown (2007, p. 78) says that in the case of classroom second language learning, parental input is replaced by teacher input. It is then suggested that only qualified English teachers be recruited to teach English in Indonesian schools.

3. It is also suggested that school administrators in Indonesia provide significant supports for the development of English writing courses in particular and English acquisition in general by providing various English resources so that English learners can be exposed to a variety of meaningful English inputs they need.

4. When designing English writing classes, English teachers are suggested to provide various meaningful inputs from different resources and also give a lot of opportunities to the students to compose English texts as their output.

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