

CHAPTER V

CONCLUSION AND SUGGESTION FOR IMPLEMENTATION AND FURTHER STUDY

Chapter Five presents a summary of the study and a discussion and interpretation of the findings. Following this, the implications for teaching and learning are explored, and recommendations for future study are provided.

Conclusion of the Study

The purpose of this study has been to study the English writing strategies that are employed by the students in the United Rajabhat Institutes of Buddha Chinnaraj. It looks at both good and poor writing students, as well as male and female students. It has also sought to determine to what extent they use these strategies for writing stages: the planning stage, the drafting and the writing stage, and revising stage. On the basis of this, suggestions are offered for improvement of the poor language learner in English writing skills.

The target subjects were ninety-one fourth year students currently attending Rajabhat Institutes of Buddha Chinnaraj: Phitsanulok, Kamphaeng Phet, Nakhon Sawan, and Phetchabun. Data obtained were presented in tables with statistical procedures and explanation of the findings in Chapter Four.

Discussion and Interpretation of the Findings

1. The use of English writing strategies by good and poor writing students for planning.

1.1 Based on the findings from the good and poor writing students self-rating the students rarely use strategies for planning. The good writing students tended to use the strategies more than the poor writing students, however a comparison of their use of writing strategies for planning showed that there was no significant difference between the good and poor writing students at a confidence level of .05.

1.2 From an examination of the particular planning strategies it is found that the English writing strategies that good students often use are: spending time thinking about the task and planning how they will approach it, using resource material: dictionaries, considering the audience, finding ideas about the topic, planning individual goals that will result in completion of particular sentences and other items, planning to use specific known items, planning particular sentences, and formulating a framework for overall product at the discourse level.

The findings of this study agree with many researchers such as O'Malley (1990, p. 136) who stated that planning is an important strategy employed for writing. Similarly Brown et al. (1983) cited in O'Malley (1990), stated that the strategies the students used most frequently for the writing task are organization

planning. Moreover, Ellis and Sinclair (1989) cited in O'Malley (1990, p.207-9) found that the strategies involved in writing are using known vocabulary and structure(organization planning). Besides they referred to organizing material; collecting and classifying material by topic, grammatical pattern or language skill(self-management and grouping). Gagne; Scardamalia and Bereiter (1986) indicated that in writing organization at both the sentence and the text level is important to successful communication of meaning and hence to the quality of the written product.

1.3 The result of the comparison of good and poor learner in each writing strategy showed that there were significant differences for some writing strategies at a confidence level of.05. The good writing students use these writing strategies significantly more often than the poor writing students. They are as follows: spending time thinking about the task and planning how they will approach it, finding ideas about the topic, letting ideas interact and develop and planning to use specific known items. The findings of this study agree with many researchers who studied about writing strategies.

2. The Use of English Writing Strategies of Good and Poor Writing Students for the Drafting and the Writing Stage

2.1 The findings indicate that both good and poor writing students rarely use writing strategies for the drafting and writing.

Moreover, there was no significant difference between the good and poor writing students at a confidence level of .05.

2.2 It is found that the specific writing strategies that the good writing students often use for the drafting and writing stage are: using information and ideas derived from rehearsing to trigger writing roughly, taking time to let ideas develop, using sufficient language resources: using grammar to enable themselves to concentrate on meaning, using sufficient language resource: vocabulary to enable themselves to concentrate on meaning, reading over what they have written as they write, and reviewing at the sentence level.

2.3 The result of a comparison between good and poor writing students on using writing strategies for the drafting and writing stage showed that there were significant differences between the good and poor students on some strategies at the confidence level of .05 with good students using the strategies more often. They are as follows: getting ideas onto paper quickly and fluently, using sufficient language resources: using grammar to enable themselves to concentrate on meaning, and using sufficient language resources: vocabulary to enable themselves to concentrate on meaning.

3. The Use of the English Writing Strategies of Good and Poor Students for the Revising Stage

3.1 The results showed that good and poor writing students

rarely use English writing strategies for the revising stage similarly. There was no significant difference between good and poor writing students at a confidence level of 0.5.

3.2 The strategies that good writing students often use for the revising stage are: revising to clarify meaning, revising at lexical level, revising at grammar level, rewriting incorrect parts of an assignment, reviewing and revising throughout the rewriting of the first draft, pausing for reviewing and revising while rewriting the first draft.

There were some significant differences between the good writers and poor writers as follow: 1) on the planning stage in spending time thinking about the task and planning how they will approach it, considering the audience, finding ideas about the topic and letting ideas interact and develop. 2) on drafting and writing in getting ideas onto paper quickly and fluently and using sufficient language resources: grammar and vocabulary to enable themselves to concentrate on meaning. 3) on revising not adhering to a rigid style. The good writers used all of these strategies more than the poor writers. This seems similar to Sasaki and Hirose's study (1996, p. 138) which indicated that good writers (a) paid more attention to overall organization while writing in L1 and L2 (b) wrote more fluently in L1 and L2. Furthermore, some of the reported strategies of skilled writers are planning (Jones and Tetroe 1987; Lay 1982)

cited in Sasaki and Hirose (1996, p. 138) where the good writers use sufficient language resources: grammar and vocabulary to enable themselves to concentrate on meaning as noted in Cumming's study.

4. The Use of the English Writing Strategies of Male and Female Students

Based on the findings from the male and female writing students self-rating, the students rarely use strategies for all of the writing stages: the planning stage, the drafting and writing stage and the revising stage. And it showed that there was no significant difference between male and female writing students at a confidence of .05.

The study of writing strategies of male and female students has not been previously conducted. However, it is generally believed that female students have more language interest and competence than male do, therefore it was expected that the female students' writing ability would be better than the male's. In addition, it would be expected that they would make better use of writing strategies. However, the result of this study found that there was no significant difference between male and female students. This discrepancy may have been caused by the small number of subjects: 80 female, 11 male students.

Finally, among the four basic skills writing seems to be the most disregarded in Thailand and therefore Thai students are

likely to have less opportunity in writing experience especially the Rajabaht Institute's students. According to the Rajabaht Institute's teachers, the students in the Rajabaht Institutes tend to have a relatively low ability in English. Consequently, their limited language proficiency hinders their writing ability.

Suggestion and Implication for Teaching and Learning

Many researchers support the view that students who employ writing strategies can improve their approaches effectively, especially poor writers. Thus, the teachers should study the writing strategies and explain to the students, especially poor students about the writing strategies that good writing students use and how useful they are. In addition, the teachers ought to give students more opportunities to practice these writing strategies both individually and in groups.

To help the students have opportunities to use writing strategies, teachers should have students get more writing experiences such as writing diaries, writing pen-friend letters, taking part in writing competitions and English writing clubs. Students who have good knowledge about appropriate and effective strategies tend to be more successful in their studies. When writing students can use writing strategies that teachers suggest to improve their writing, they may select an effective learning strategy and change it if they find that strategy is ineffective.

Moreover, the good writer can try other strategies that they rarely or never use to write more successfully.

Recommendation for Further Study

On the basis of this study some areas were identified which require further research:

1. This study was conducted only by means of a questionnaire. More in-depth work needs to be undertaken to obtain more detailed information about the extent of using the English writing strategies and how the students use these strategies. Thus other methods such as interviews and direct observation should be included in the further investigations.

2. Further investigation of writing strategies of good and poor writers including male and female writers should be conducted on other students in other academic Institutions. The results should be considered in relation to those found in the present study so that a full understanding of the use English writing strategies in Thailand can be reached and useful suggestions for English writing improvement can be developed.

3. Experimental research should be conducted to further observe how the writing strategies work when the Thai students are trained to use these strategies so that the full understanding of using English writing strategies in Thai situation can be reached.