

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. The subchapter of conclusions delineates the summary of all the findings drawn upon the collected data. Meanwhile, the subchapter of suggestions presents some recommendations based on the findings.

#### 5.1. Conclusions of the Research

This research was conducted with the objective of investigating the difficulties experienced by EFL students during the process of a short-story writing assignment, along with the perceived causes of and the ways to overcome those difficulties. Stemming from the findings garnered through questionnaire and semi-structured interview, the following conclusions were drawn:

##### 5.1.1. The Writing Difficulties Experienced by the Students

Based on the discussion section in chapter 4, especially in subchapter 4.1 titled ‘findings of the research’, it can be concluded that they did encounter a variety of difficulties during their process of writing a short story. After a deliberate process of classification, those numerous difficulties have been sorted into numbers of subcategories and categories, and subsequently into a more general and comprehensive level of classification, which consists of: (1) difficulty in writing in English directly, (2) difficulties in translating, (3) grammar-related difficulties, and (4) curriculum/syllabus-related difficulties.

### **5.1.2. The Perceived Causes of the Writing Difficulties**

Aside from unveiling the writing difficulties experienced by the participants, the findings of this research have also managed to successfully investigate the perceived causes of said difficulties. Stemming from the findings of the interview which have been analyzed, there are two main causes of the difficulties: (1) Internal factors, e.g., participants' negative attitudes towards learning English; and (2) External factors, e.g., unsupportive learning environment, and teacher-related factors.

### **5.1.3. Overcoming the Writing Difficulties**

As for how the participants managed to overcome the difficulties, there are 2 kinds of ways: (1) Autonomous problem-solving, and (2) External influences. Autonomous problem-solving refers to the ways the participants overcame the writing difficulties on their own, without getting help from others—e.g., initially writing their story in Indonesian, adapting their firsthand experiences, and utilizing internet resources—, whereas external influences, on the other hand, refers to how the people around the participants—e.g., teacher, peers, parents—either helped them directly, by correcting their draft and giving advices, or indirectly influenced participants' decisions in resolving their writing problems.

## **5.2. Suggestions**

Based on the conclusions of this research which have been elaborated previously, some recommendations for the betterment of conducting both an

English short-story writing project and the teaching of English subject in the future, and for prospective researchers who might consider building their own study on this research are inferred in the followings:

### **5.2.1. For Teachers and Education Policymakers**

Reflecting on both the variety of writing difficulties and their causes, the followings are some suggestions which hopefully will be able to improve the teaching of English subject and more specifically, the process of supervising students' writing process.

(1) Monitor each student's process of writing by asking them to submit their draft and giving them the opportunity to ask and consult about the difficulties they encounter in their writing process, (2) frequently encourage all students to speak English in a conversation or discussion during English classes, (3) give a proper amount of assignments, do not let the students get overwhelmed by them, (4) ask the students whether they prefer to get an explanation of a certain topic in English or Indonesian, (5) ask the students whether or not they find your explanation clear and understandable, (6) look for or create innovative and creative ways to teach so that the students would not get bored during the class, and (6) strive for students' attention, be a likable teacher so that they will always feel enthusiastic and comfortable to attend classes.

### **5.2.2. For Prospective Researchers**

Even though this research managed to yield various findings which hopefully will be useful for the field of English education, this research in itself

is far from perfect. Firstly, the scope of this research is still very general. Those who happened to feel intrigued to build their own study based on this research can attempt to pick one of the different types of writing difficulties which have been found in this study and investigate it in more detail. Secondly, this research does not focus on finding ways/methods to completely anticipate or resolve the writing problems encountered by the students. Therefore, a research with the sole purpose of either creating a method to prevent the writing difficulties from occurring or improving the implementation of a writing project will very likely be of use in the future.

