# V. CONCLUSION AND SUGGESTION

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

## 5.1 Conclusions

1) Learning community is applicable to improve the students' English achievement especially writing achievement. In this CAR, the improvement of writing task is 17.77% in Cycle 1 to Cycle 2 and 16.66% in Cycle 2 to Cycle 3. By constructing the students' previous knowledge (entry behavior) with the new one, stimulating them in inquiry process and providing the suitable materials which is related to the real world situation, the implementation of learning community successfully improve the students' writing achievement.

2) Learning community can increase the students' participation because in learning community the students are seated in group, sharing their knowledge with others. By sharing their knowledge, the student who has more information will provide the others who lack the information. In addition, the students are allowed to present their works in front of other students. It must have stimulated the students to be active in teaching-learning process and the

interaction among them, and even the interaction between the students and the teacher.

3) Learning community can improve the students' writing in terms of *content* because it helps them maintain the relevance between the topic and the story, although lack of details was observed in some compositions.

4) Learning community contributes to the students' writing achievement in terms of *organization* because it helps them organize supporting ideas, although these ideas are still organized loosely. In spite of this, the students could make the main idea stand out.

5) Learning community can develop the students' writing in terms of *vocabulary* because it helps them use more accurate words and widen their expression of ideas.

6) Learning community can increase the students' writing in terms of *language use* because it helps them make effective constructions, although these constructions are still simple. Moreover, learning community helps the students fix several errors of agreement, tense, word order/function, articles, and pronouns. Hence, the overall meaning of their composition is not obscured.

7) Learning community can improve the students' writing in terms of *mechanic* because it helps them correct their errors in spelling, punctuation, capitalization, and paragraphing. This will make the meaning of their composition less confused or obscured.

8) Learning community contributes a positive effect toward teacher's teaching performance in the class. It was proved by the increasing scores that the

teacher obtained for her performance. The positive effect might be partly caused by the nature of learning community; that is, it promotes interaction among the students, and between the students and the teacher as it helps the teacher organize the classroom.

## 5.2 Suggestions

Based on the conclusions above, the following recommendations are put forward:

1) Based on the research finding, the students have the greatest difficulty in terms of *mechanic*. Therefore, the teacher should provide more explanation and practices to make the students understand how to write accurate punctuation, capitalization, paragraphing, and word spelling. For example, the teacher can provide a 'bare' paragraph, that is one that lacks punctuation, capitalization, paragraphing, and that contains errors in spelling. The students are therefore asked to make the paragraph meaningful by adding punctuation marks, capitalizations, paragraphing, and by correcting the errors in spelling, through meaningful and consistent practices.

2) As the second lowest average score of the students' writing is in terms of vocabulary, the teacher needs to give more exercises in terms of this writing aspect. For instance, the teacher can provide a paragraph with some underlined words, and a list of vocabulary items that have similar meanings to these underlined words. The students are then required to matching the words, and to make sentences using the words.

3) The teacher should motivate students to be active in the classroom by giving them the activities that can stimulate interaction, for example asking some stunning, strange, or surprising questions, or preparing some interesting

media before jumping into the materials. Pictures or videos will do well in most classroom situations.

4) Writing is principally an ongoing process, and the ability to write well will become more and more mature through experiences. Therefore, too many stoppings in their writing activities, particularly in their learning age, would bring unfortunate effect on the students' development of writing ability. More and more writing sessions are needed for them, both in English and in their mother language, inside and outside classroom. Community writing in school or at home can be applied to supplement individual writing activities. By this way, their 'sense of writing' will become more accurate across the various writing aspects. Such writing activities should also be accompanied with much reading of novels, essays or other readings to train them to recognize various styles and forms of writing.