V. CONCLUSIONS AND SUGGESSTIONS

5.1 Conclusions

Having the study, the researcher draws some conclusion related to results and discussions. Here are some conclusions and suggestions:

1. In producing a descriptive writing, including creating each sentence or line, several types of writing strategies are used by each subject of the research.

2. Regarding the occurrence, especially general average, the researcher has three categories; they are *frequently used* such as *PLid* (14.3), *EV* (10.0), *RP* (14.2), and *L1* (36.3), *sometimes used* which includes *RD* (3.5), *rarely used PLpr* (1.2), *PLor* (0.0), *PLtx* (0.2), *TM* (2.2), *SM* (2.8), *REW* (0.8), *REV* (0.5), *ED* (1.8), and *RES* (2.0).

3. Planning Strategies, generally, take 17.5% (16% of *PLid* + 1.3% *PLpr* + 0.2% of *PLtx*) out of 100% EFL writing strategies. *PLid* (Planning overall content and ideas) has big part that is 16%, which shows that the subjects have many ideas that could be expressed in their writing. *PLpr* (Planning procedures) which is 1.3% represents that the subjects did not plan clearly what they should do after one activity to the next activity, they let themselves write directly what they wanted to write. The zero *PLor*

(Planning organization) means unsystematic way of writing the idea or jumping from one idea to the next idea disorderly. 0.2% of *PLtx* (Planning linguistic text) shows that the subjects did not mind on the text version, they write the text as they want.

4. Monitoring Strategies which consist of *TM* (Task-Monitoring strategies) and *SM* (Self-Monitoring strategies) have 5.6% percentage. After using TM it means the subjects are sure what they have written were correct and they are ready to create new sentences by using other strategies. On the other side, SM can be used as the problem identification of writing process.

5. The lack of Evaluating Strategies (11.1% for EV, 0.9% for REW, 0.6% for REV and 2.0% for ED) shows that subjects of the research were sure of what they had written. Unfortunately, the lower the Evaluating strategies are the poorer the writer is.

6. Though Resourcing Strategies have a small percentage (2.2%), they indicate that the subjects had difficulty in the vocabulary selection because they have limited vocabulary in their mind.

7. Repetition Strategies have an important role in the subjects' writing process because it strengthens the subjects' memory about the intended meaning.

8. Reduction strategies occur because the students do not know how to express a specific word from L1 to L2.

9. Use of L1 is the most dominant strategy used; it takes 40.4%. It indicates the subjects' effort to plan, generate ideas, solve problems or prevent

cognitive overloads. It shows they have process in their cognitive to produce the composition.

10. Active writer has rehearsed more strategies in the writing process because their cognitive keep working to generate ideas. It is shown by the three top strategies *Use of L1 (L1)*, *Planning Content and Idea (PLid)*, and *Repeating (RP)*.

11. As the extension, TAP does not affect writing quantity. In addition, subjects' background knowledge enabled the subjects to create additional information on the object of writing.

5.2 Suggestions

Regarding the conclusion and teaching writing implication, the researcher tries to suggest as follow:

1. In teaching writing, the teacher should train the students to plan their writing in order to create systematic writing. The teacher can ask the students to create their design or draft before they come to the real writing. It is suggested to encourage the students to use Planning Strategies (PLid, PLpr, PLor and PLtx).

2. Peer Correction and Self Correction can be used to activate students' Monitoring Strategies and Evaluating Strategies. After learning to correct a composition, students will be common to the correct form of writing.

3. Regarding the Resourcing Strategy and Reduction Strategy, the teacher can create vocabulary list before the students start to write. It can supply students' vocabularies in their writing.

4. The teacher should not limit the use of Repetition and L1 Strategies because it is a way to generate the students' ideas.

5. The teacher can use familiar picture as the writing object to activate students' writing strategies to gain active writer.

6. For the future researcher, subjects' EFL writing proficiency and their writing achievement can be used as one of research variables.