

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

A. Conclusions

1. Focus 1: The barriers to Writing among VII grade at SMPN 04 Blitar

Grade 7 students often encounter a range of challenges that can hinder their progress in writing, which need to be carefully considered and addressed. One significant issue is that many students have not yet mastered the essential vocabulary required for effective learning. This gap in vocabulary can obstruct their understanding of texts and impede their ability to articulate their thoughts clearly and accurately. Additionally, students frequently struggle with spelling, which can be particularly challenging to remember and affects their ability to write correctly and effectively. Another notable difficulty is a lack of motivation among some students, who may not engage in writing practice regularly. This lack of practice can lead to slower development in their writing skills, affecting their overall proficiency. Furthermore, students often have trouble using appropriate sentence structures. Developing these skills is crucial for them to construct sentences that are both clear and coherent. Addressing these issues is vital for creating a supportive and effective learning environment. By identifying these barriers, educators can implement targeted strategies to help students overcome these obstacles. Providing the necessary support can boost students' confidence and enhance their ability to express their ideas in writing. Teachers play a key role in analyzing and applying

effective methods to address these challenges, ensuring that students can improve their writing skills and achieve better academic outcomes.

2. Focus 2: Teacher Prepare to use Strategy in Teaching Writing to VII grade students at SMPN 4 Blitar

At the beginning of this semester, we have implemented several crucial preparatory measures to ensure that our students receive a highly effective and engaging learning experience. First and foremost, we have undertaken the task of compiling comprehensive and structured teaching materials. This involves developing detailed lesson plans that align with the curriculum, creating informative handouts, and assembling reference resources that address the diverse needs of our students. These materials are meticulously organized to provide a clear and systematic approach to each topic, ensuring that students have a solid foundation for their learning. Secondly, we have prepared a diverse array of learning media tailored to accommodate various learning styles and preferences. This includes visual aids such as infographics and charts, instructional videos that present key concepts in an accessible manner, and interactive materials like online quizzes and digital simulations. By incorporating these different forms of media, we aim to enhance student engagement and comprehension, making the learning experience more dynamic and multifaceted. Thirdly, we have engaged in professional development training to refine our understanding of effective learning strategies. This training has been focused on deepening our knowledge of advanced teaching techniques and approaches, enabling us to select and apply the

most appropriate methods based on the unique dynamics of our classroom. This ongoing education ensures that we remain current with best practices and innovative strategies in pedagogy, allowing us to better meet the needs of our students. Fourthly, we have integrated various technological tools into our teaching practices to enrich the learning process. This includes utilizing digital platforms for delivering instructional content, employing interactive software to engage students in real-time activities, and leveraging online resources to extend learning beyond traditional classroom settings. By incorporating technology, we aim to create a more interactive and responsive learning environment that enhances student engagement and learning outcomes. Lastly, we have designed a range of engaging and varied learning activities to foster student participation and understanding. These activities include organizing group discussions that encourage collaborative learning, developing problem-based projects that stimulate critical thinking and practical application of knowledge, and using modern learning aids such as educational games and simulations. These diverse activities are intended to make learning more stimulating and relevant, promoting a deeper understanding of the material. By consistently applying these comprehensive strategies, we are committed to creating a dynamic and effective learning environment. Our goal is to prepare students not only for current educational challenges but also for future academic pursuits, while supporting their holistic development through a practical and engaging educational process.

3. Focus 3: Teacher apply Strategy in Teaching Writing to VII grade students at SMPN 4 Blitar

At the beginning of this semester, we undertook several important preparatory actions to enhance the effectiveness of our teaching and create a more engaging learning environment for our students. We meticulously compiled comprehensive and structured teaching materials, including detailed lesson plans, informative handouts, and reference resources, all carefully organized to align with the curriculum and address diverse student needs. Additionally, we prepared a wide range of learning media tailored to different learning styles, incorporating visual aids like infographics and charts, instructional videos, and interactive materials such as online quizzes and digital simulations. This variety is intended to enhance student engagement and comprehension by presenting information through multiple modalities. We also invested in professional development to deepen our understanding of advanced teaching strategies. This training enabled us to select and apply the most effective methods for our classroom's unique dynamics, ensuring we remain current with best practices and innovative educational techniques. Furthermore, we integrated various technological tools into our teaching practices. By utilizing digital platforms for content delivery, interactive software for real-time activities, and online resources for extended learning, we aim to create a more interactive and responsive learning environment that enhances student engagement and outcomes. Finally, we designed a range of engaging and varied learning activities, including group discussions,

problem-based projects, and modern learning aids like educational games and simulations. These activities are intended to stimulate student participation and foster a deeper understanding of the material. In summary, by implementing these comprehensive strategies, we are committed to fostering a dynamic and effective learning environment. Our goal is to prepare students for both current educational challenges and future academic pursuits while supporting their holistic development through a practical and engaging approach to education.

4. Fokus 4 : Teachers evaluate the strategy used in teaching writing to VII grade at SMPN 4 Blitar

In the process of evaluating student learning, several important steps can be taken. (1) The teacher provides assignments designed to measure students' understanding and ability to write. (2) The school holds workshops aimed at evaluating the overall effectiveness of learning, providing opportunities for teachers to improve their approaches to teaching. (3) Evaluation is carried out by looking at students' activeness during the learning process, (4) Observing their participation in discussions, collaboration and other tasks. (5) Teachers also use formative assessments such as short quizzes, class discussions, or writing exercises to periodically monitor student progress. (6) Summative assessments are implemented at the end of a unit or semester, such as a writing exam or writing project, to comprehensively assess student achievement. By integrating these steps, evaluation becomes an integral part of ensuring

effective learning and helping students reach their maximum potential in writing skills.

5. Focus 5: Result of Teaching Writing Instruction in VII grade student SMPN 04 Blitar?

The following are the results of the learning strategies that have been implemented, paraphrased to be more specific: 1). There was a significant increase in students' academic grades, reflecting their deeper understanding of the material taught. This shows that the teaching strategies used are effective in helping students master important concepts. 2). Students show significant progress in mastery of vocabulary and spelling ability. These improvements contribute directly to the quality of their writing, making it more precise and linguistically rich. 3). Students' social skills, including the ability to communicate effectively and work together in teams, have improved significantly. This reflects the success of the collaborative learning strategy implemented, which encourages interaction and cooperation between students. 4). Students succeed in understanding and using correct sentence structure, producing more coherent and clear writing. This ability is important to ensure that their ideas are conveyed in a way that is easy to understand and logical. 5). There is a significant improvement in students' writing abilities, especially in terms of structure and continuity of ideas. This reflects the development of their overall writing skills, with students able to better organize and connect their ideas in writing. These results show that the learning strategies implemented have succeeded in having a positive impact on

various aspects of student learning, including understanding the material, language skills, social skills and writing skills.

B. Recommendation

Based on the findings of this study regarding teacher strategies in teaching writing at SMPN 4 Blitar, several recommendations can be made to enhance the effectiveness of writing instruction:

1. **Implementation of Continuous Professional Training:** It is recommended to hold regular training on effective writing teaching strategies for teachers at SMPN 4 Blitar. This training should include explicit teaching methods for the writing process, differentiation strategies to meet diverse student needs, and the use of technology in teaching writing.
2. **Integration of Authentic Writing Assignments:** It is recommended to include authentic writing assignments that are relevant to students' lives and their academic or professional aspirations. This approach can not only increase students' motivation but also help them understand the practical application of writing skills outside the school environment. Additionally, research conducted by Newell, Beach, Smith, and VanDerHeide (2011) shows that authentic writing assignments help students develop a deeper understanding of different writing genres and how to apply them in various contexts. They found that students who were given authentic writing assignments tended to be more motivated and showed greater progress in their writing skills compared to students who were only given traditional writing assignments.

3. **Formative Assessment Practices:** It is recommended to implement formative assessment practices, such as regular writing conferences, peer review sessions, and self-assessment protocols, to provide valuable feedback to students and guide their writing improvement process.
4. **Special Support for Students Who Have Difficulties:** It is recommended to identify and provide special support for students who have difficulties in writing. This may include additional tutoring sessions, small group learning, or a personalized learning plan tailored to their writing needs.

These recommendations are designed to help teachers at SMPN 4 Blitar improve their teaching practices in writing, creating a more dynamic and supportive learning environment for the comprehensive development of students' writing skill