Chapter 5: Conclusion

This chapter presents the conclusion which consists of a review of key findings of the research followed by a consideration of implications for the teacher, as well as recommending implications for further research.

Conclusion

Challenges in teaching English writing skills are the difficulties and effort to handle the difficulties that teachers of VHS in Gorontalo encountered in teaching English writing skills in the classroom. They are expected to make the students capable to write English well. The objective of this study is to identify the challenges experienced by Indonesian English teachers in teaching English writing skills in the classroom.

This study was conducted at VHS in Gorontalo, Indonesia. A qualitative method was used in order to collect data by interview and observation. Also, thematic analysis was used to analyze the data and grouped it into themes. Based on the result of analyzing the interview data and observation data, this study successfully answered the research question by discovering seven themes. First is teaching technique-related challenges, which means particular techniques that were already prepared cannot be applied in the classroom due to the students' ability and condition. So, teachers use techniques that are adapted to students' abilities and conditions in the classroom. Second is lesson delivery-related challenges, which refers to the lesson is difficult for the students to understand thus the teachers use lessons around students that are easy for them to understand; the lesson about grammar, vocabulary, and arranging ideas were not taught deeply

thus the teachers inserted the lesson about it when correcting students' work and inserting them together with another lesson; the lesson was unfinished, thus make the teacher give that particular lesson in the next meeting; the lesson also was not mastered by the teacher thus the teacher made it a shared lesson for the students and teacher to learn together. The third is teaching resources-related challenges, which are the limited facilities that do not support the teachers in the teaching process so that the teachers need to use other media to overcome it. Fourth is teaching time-related challenges, which refer to the limited time that the teachers have which limiting them from doing activities in the classroom thus the teacher should continue it in the next meeting and using different techniques in teaching one meeting.

The fifth is linguistics-related challenges, which refer to the students lack ability in vocabulary which forced teachers to ask the students to use an electronic dictionary, lack of ability in grammar which compel the teachers to give correction about grammar in the students writing task, and lack of ability in organizing ideas which drive the teachers to give reference text to be followed, look up for text on the internet as a reference, and let the students write with their own words continuously corrected that demand the teachers to make the students can write well. Six is learning motivation-related challenges, which refer to an obligation to teach the students with a lack of learning motivation and make them motivated to study. Thus, in teaching, the teachers teach by providing games, ice-breaking, and warming up session to make lift their mood up for studying. Seven is students' behavior-related challenges, which refer to students' disruptive

behavior that disturbs the teaching and learning process. The teachers have to tell them not to misbehave, ask questions about the lesson discussed, give motivational feedback, call counseling to help minimize students' disruptive behavior, and contact students' parents to communicate the students' disruptive behavior.

These challenges, however, support the teaching and learning process to some extent. When the teachers face negative challenges, namely; the technique that they used is different from what is in the lesson plan, the lesson that they taught is not familiar with the students' knowledge, the media and time that they used is limited, students have English linguistic-related problems, students' lack motivation to learn English, and students disruptive behavior during in the class, the teacher could use different strategies that can overcome those challenges. It means that they can change the negative challenges that they encountered into positive challenges. Even though there is a teacher that was stuck with negative challenges and not trying to change it into a positive one, at least those are other teachers who tried to minimize those negative challenges. Moreover, students' motivation is the big challenging for the teachers in teaching English writing. It is because students' motivation can impact other challenging that face by the teachers.

This study, however, has certain limitations, which is the data collection, specifically observation which was only done once for each participant's classroom. Even though the researcher obtained enough data, it is better for future research to do observation more than once to get richer data. This study also did

not examine the outcome of the students' written portfolio, something that future researchers may need to collect for getting more insightful relevant data. It also did not identify challenges that come from the teachers itself which is the future research needs to explore more about it.

Implications

The results of the present study have confirmed that negative challenges faced by teachers can support the teaching process because it could be converted into positive challenges when the teachers utilize strategies to overcome it. However, the positive challenges need to be increased for better teaching and learning process. For example, the teachers use two or three techniques in teaching and some even use only one technique for teaching which is not very effective for improving students' writing abilities. They might need to explore and apply more teaching techniques to improve students' ability in writing.

Second is the lesson was not delivered according to the plan because it was hampered by the activities carried out at the same time which disrupt the flow of learning. Thus, the teachers may prepare a summary of the lesson for each meeting so that when there are activities for both the teacher and students, the teacher could provide the summary lesson to be studied by students who will later get more explanation at the next meeting so that the lesson can be conveyed to the students.

Third is the limited facility that the teachers use for teaching. Teachers need to be more creative in using improvised facilities to assist in the learning process.

Fourth is the time for teaching. It is divided into two days meeting in a week which consists of two hours and a one-hour meeting. This makes the teachers difficult in giving assignments to be done by students because, in the process of work, there are always deeds of students who delay doing the assignment. So, in assigning tasks, the teachers can determine the time that is needed for students to complete the task so that the students could complete the task.

Fifth is the students are lack of vocabulary, grammar, and arranging ideas. This makes the teachers get difficulty in giving writing tasks. Thus, it would be better if the school provides an additional program to learn the basics of English, and students are required to participate in the program.

Sixth is the students who are less motivated to participate in learning which gives difficulties for the teachers. So, in learning, the teacher needs to think about provide rewards in each learning activity as a form of appreciation to encourage students' enthusiasm to be motivated in learning.

Seventh is the students who disturb the teaching and learning process and this situation makes the teachers get difficulty in teaching. To minimize students' disruptive behavior, the teachers may ask students to do things related to the development of English language skills. This is done to provide a deterrent effect for them and also increase their English skills. In regard to the challenges that were faced by the teachers, the teachers need to be more active and creative in exploring more strategies for the teaching and learning process that can run well. Also, it is good to achieve the goals of the teaching and learning process easier.

The findings have provided further evidence which confirmed that in teaching English writing skills, teachers do face challenges. What the present study has clarified is the discovery of the negative and positive challenges in teaching English writing skills in the classroom. This study can be used for other research as references. This finding is helpful for teaching English writing skills. It informs the challenges and strategies to minimize challenges. Thus, the teaching and learning process can run effectively. This is good for future research to apply the strategies, which in this study known as positive challenges when they face negative challenges in teaching English writing skills. Besides that, the result also makes the teachers need to be a self-reflection to handle the writing skill. Moreover, for future research, other challenges that might be faced by the teachers in teaching other skills could be explored such as speaking skills, reading skills, and listening skills.

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