

Chapter V. Conclusion and Suggestion

This chapter involves the conclusions and suggestions during the study.

Conclusion

Based on conducting this research, there are three points which have found. They are; assessing and improving handwriting, the importance of teaching handwriting, and writing course achievement could not be predicted by the handwriting.

Assessing handwriting could not only be done by skimming because there are several characteristics in determining a good and poor handwriting. It has elaborated deeply in previous chapter; those are spacing of letters, spacing of lines, spacing of word, slant, size, alignment, neatness, heaviness, and formation of letters. In improving the capability of students' penmanship, it could be improved by involving these 9 characteristics. If the handwriting has improved, the teacher and lecturer can properly evaluate the paper.

In education, the handwriting is a crucial thing since students are required to do an assignment, taking notes, homework, and examinations. Sometimes, Teacher and lecturer are difficult to evaluate students' paper or homework in handwriting form when its handwriting are illegible or hard to read. Therefore, handwriting needs to be taught in writing course to increase students' penmanship. However, handwriting could not be a tool to measure students' academic achievement particularly in writing course achievement because writing skill is not only focused on the quality of handwriting itself, but also the sentence structure,

punctuation, and grammar become the primarily focused in order to make the reader understand the meaning of writing.

In this study, the students who have neat handwriting also have a great achievement. It shows that neat and legible handwriting did not receive poor achievement in writing course. However, based on the analysis that obtained on the previous chapter, it concludes the hypothesis is unacceptable since the result of correlation coefficient analysis acquire 0,299, where the correlation coefficient analysis is among 0,20 – 0,399 and it is concluded as a weak correlation. To sum up, it is proved that there is no significant correlation between students' writing course achievement based on the handwriting particularly in students of 2013 academic year of English Department in Universitas Negeri Gorontalo.

Suggestion

Based on findings, there are some suggestion which are required for a reader, lecturer and further researcher.

1. Although the correlation between handwriting and writing course achievement in 2013 academic year students of English Department is low or weak, there is still correlation between both variables since the handwriting is one of writing skill. Therefore, in order to increase students' writing course achievement, writing skill is not only focused on the quality of handwriting itself, but also the sentence structure, punctuation, and grammar become the primarily focused.

2. Even though this study obtains a weak correlation, the handwriting needs to be taught in writing course to increase students' penmanship. The 9 characteristics for determining students' handwriting can be employed to improve students' penmanship. When students' handwriting is improved, the teacher or lecturer can properly read the paper then evaluate it.
3. The next studies of the correlation between handwriting and students' academic achievement especially in another population with different object is very expected by the researcher.

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