

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: conclusion and suggestions

In this chapter, the result based on the findings and the interpretations were concluded.

1.1. Conclusion

Based on the results of the interview, it can be concluded that there were several problems faced by the lecturer in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang. Not only the problems but also the ways to solve the problems were mentioned here. First, the problem came from the lack of facility of teaching aid provided by the study's program which is WiFi. WiFi is very useful especially for the lecturer and the pre-service teachers because it can help them to search and find the sources on the internet easily. The better WiFi internet connection, the easier teaching and learning process. However, the WiFi internet connection was slow, so the lecturer and the pre-service teachers could not use it during the class. To face the problem, the lecturer asked the pre-service teachers to use their own internet data.

Second, the problem appeared from the large number of the pre-service teachers in one class. Because of that, the lecturer felt tired. In here, the lecturer divided the pre-service into several groups in order to reduce feeling overwhelmed in teaching a big class.

Third, grammatical problem faced by the pre-service teachers. Grammar becomes one of the most difficult part for the pre-service teachers when they need to write an essay writing. The lack of grammatical competence from the pre-service teachers causing a problem for the lecturer. Moreover, the lecturer tried to help the pre-

service teachers by using some technology which is Microsoft Office. It will reduce the mistakes made by the pre-service teachers.

Fourth, another problem occurred from the limited time in teaching essay writing. The lecturer did not have enough time in teaching essay writing, on the other hand she needed to provide a lot of activities such as explaining, delivering the material, checking, giving the exercise and evaluating. In order to face that problem, the lecturer used another time outside teaching and learning process (non-teaching time) to evaluate and check the pre-service teachers' tasks.

Fifth, delivering the background of the essay in a simple sentence became another problem faced by the lecturer. She found it difficult to explain it in a simple way. She tended to explain more and more. To deal with the problem, she provided power point presentation. It helped her in delivering and explaining the background of the essay, so she could make it as simple as that and it would be easier for the pre-service teacher to understand the material. Another way was dividing the pre-service teachers into several teams. By dividing the pre-service teachers into groups they could share and help each other in ways that the lecturer could not.

Next, making sure the pre-service teachers to stand on one side of an argumentative essay was also the problem faced by the lecturer. The pre-service teacher tended to stand on one side but they did not refute another side. So the pre-service teachers seemed standing on both sides. To deal with the problem, the lecturer tried to give further explanation, by giving the explanation to the pre-service teachers related to the sides of an essay the problem was successfully solved. Then the lecturer grouping the pre-service teachers and also providing an interesting material to the pre-service teachers.

Finally, the lecturer found it difficult to explain to pre-service teachers how to offer writers' own perspectives. The majority of pre-service teachers did not express their own points of view; instead, they provided a conclusion that was a repeat of their essay. To address the issue, the lecturer provided some motivation to the pre-service teachers. To encourage pre-service teachers to express their own arguments in the end.

1.2. Suggestions

The researcher would like to make some recommendations based on the above-mentioned findings. For the lecturers, each student has a different set of criteria which is one. Knowing this, lecturers must make their material as interesting as possible. So that the process of learning and teaching can be carried out effectively. For grammatical aspects, the lecturer can give a one-day intensive class to pre-service teachers to explain grammatical aspects. This method is also used to reduce grammatical misunderstandings.

Second, for the pre-service teachers. To avoid misunderstandings, pre-service teachers must pay entire attention to the lecturer who explains the material when the teaching and learning process begins. Another option is for pre-service teachers to enroll in an English course or join an English club to improve their English skills outside of the classroom.

Third, for the next researchers who will conduct research on the problems encountered by pre-service teachers. Future researchers must provide a clear explanation and data in this section. Future researchers should collect new information or identify new problems that may arise when lecturers teach essay writing. Not only should the problems be mentioned, but also should the solutions.