

CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussions of the findings, (4) conclusions, and (5) recommendations for further research.

5.1 SUMMARY OF THE STUDY

Summary of the Study is briefly described as follows:

5.1.1 Objectives of the study

There are two main objectives in this study; to investigate the relationship between pronoun reference and writing and to find the effect of pronoun reference on writing.

5.1.2 Subjects, Materials, and Procedures

Subjects: The subjects of this study were 20 students who were studying at Amatyakul School in the academic year 2007. They studied English six hours a week. Their English proficiency level ranged from fair to excellent.

Materials: The test and the task sheets were mainly deployed as the main material of the study. The test was divided into two main sections; pronoun reference (reading) and pronoun reference (writing). The task sheets with different kinds of articles were used in revisional instruction in teaching how to correctly identify pronoun reference through the means of reading.

Procedures: This study was conducted using experimental design as the subjects were given the pretest, the treatment and the posttest. The subjects first received the pretest; test of pronoun reference (reading) and pronoun reference (writing). Afterwards, the instruction was given to the subjects in which they were taught how to correctly identify the pronoun reference explicitly three times. The instruction was included in their regular class time. The subjects finally received the posttest which was the same test as the one they had taken before the treatment. Scores from both tests were analyzed using a computer program to find out the results according to the objectives and the questions of the study.

5.2 SUMMARY OF THE FINDINGS

The results of the study can be summarized as follows:

5.2.1 The correlations of the pretest scores between pronoun reference (reading) and pronoun reference (writing) were .590*.

5.2.2 The correlations of the posttest scores between pronoun reference (reading) and pronoun reference (writing) were .586*.

5.2.3 The result from an independent t-test indicated significant difference between pronoun reference (reading) pretest scores and posttest scores whereby the pronoun reference score of posttest is higher than the pronoun reference score of pretest ($X = 9.20$ and 10.75 respectively).

5.2.3 The result from an independent t-test indicated the significant difference between pronoun reference (writing) pretest scores and posttest scores so that the writing score of posttest is higher than the writing score of pretest ($X = 8.65$ and 6.55 respectively).

5.2.4 In descriptive statistics, students' pronoun reference (reading) and pronoun reference (writing) pretest scores based on minimum, maximum, mean and standard deviation were 3, 13, 9.20, 2.82 and 0, 10, 6.55, 3.44 respectively while students' pronoun reference (reading) and pronoun reference (writing) posttest scores were 6, 14, 10.75, 2.31 and 3, 10, 8.65, 2.46 respectively.

5.3 DISCUSSIONS

This section concerns the discussion of the findings according to the objectives; to investigate the relationship between pronoun reference and writing skill, to find the effect of pronoun reference on writing and to answer the following questions:

1. Will there be any relationship in terms of pronoun reference between reading and writing skill?
2. Will the students use pronouns more accurately in their writing after learning how to identify the pronoun reference through the means of reading?

5.3.1 Will there be any relationship in terms of pronoun reference between reading and writing?

It is noticeable from the result of the correlation coefficient (.590 and .586 respectively) that pronoun reference (reading) is related to the knowledge of pronoun reference in writing as in the concept of cohesion and coherence stated by Halliday and Hasan (1976) that reference provides a semantic relation which is considered to be vital for reading and writing. The finding then indicates that students are likely to use pronoun reference in writing more accurately if they understand the role of pronoun reference in reading as pointed out by Macedo (2001) who conducted the research with a Japanese student to analyze the errors occurring in her letter writing and find way to brush up by giving some suggestions and letting her rewrite the letter. One of the pedagogical implications to improve students' cohesion, including pronoun reference, is to have students identify the correct referent of the pronoun in the text. Also, I have mentioned earlier in chapter two about the relationship of reading and writing skill stated by Kroll (1997), that teachers can help their students by providing some extra reading to enhance writing skill.

In addition to Krashen (as cited in Lightbown & Spada, 2003, p. 39), reading is considered to be a source of comprehensible input and the students can achieve high levels of proficiency in the second language if they are extensively exposed to comprehensible input. The notion of teaching pronoun reference through the means of reading is moreover advocated by Nuttall (1989) and Cook (1989); drawing students' attention to these elements in the texts is the best way to learn cohesion. Consequently, teachers can help their students acquire the overall concept of pronoun reference by using a variety of texts that they are familiar with in class. Above all, as indicated by Celce-Murcia and Olshtain (2000), a number of writing courses have started their learning stage with some reading tasks by having students analyze the texts and use them as models for writing in accordance with the experimental research study done by Wu (as cited in Celce-Murcia and Olshtain, 2000, p. 158). His findings revealed that the prompt from reading such as lexical items had a good effect on students' writing.

5.3.2 Will the students use pronoun more accurately in their writing after learning how to identify the pronoun reference through the means of reading?

According to the result of the pretest and posttest scores on pronoun reference (reading) and pronoun reference (writing) using t-test ($X = 9.20$, $SD. = 2.82$, $X = 6.55$, $SD. = 3.44$ and $X = 10.75$, $SD. = 2.31$, $X = 8.65$, $SD. = 2.46$ respectively) and the scores by descriptive statistics, it is evident that students have made progress after learning pronoun reference through the means of reading. The usage of pronoun reference in students' writing did improve and they used them more correctly. This result illustrates the benefit of learning pronoun reference through reading to increase students' comprehension which consequently comes up with more accurate pronoun reference in writing. Most of my students had some background knowledge concerning pronoun reference. However, most of them did not know how to identify the correct referent of the previous pronouns; hence, learning pronoun reference through reading was probably new to them and it made them confused in the first task. The second and the third task became straightforward for the students since they were used to them and enjoyed doing them. It is recommended by Nuttal (1996) that the way to enhance students' understanding pronoun reference is that teachers should prepare different kinds of text for the students to familiarize themselves with the use of pronoun reference. Many studies have suggested tactics to upgrade students' knowledge on coherence and cohesion via reading such as the one stated by Neman (1989). The strategies she has proposed in the book "Writing Effectively" is to have students analyze the text to see how text is organized and how the personal pronoun is used in the text.

5.4 CONCLUSIONS

The following conclusions can be drawn from the discussion above.

5.4.1 Learning pronoun reference through the means of reading can enable students to use pronoun reference in their writing more accurately. Additionally, it heightens students' comprehension of pronoun reference and this accordingly turned to have a good effect on writing.

5.4.2 There is a relationship between pronoun reference (reading) and pronoun reference (writing). Teachers can therefore consider this methodology to teach students to better understand pronoun reference through the means of reading.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings and conclusions of this study, the following recommendations are made for future research:

5.5.1 If someone happens to do the research in this topic, it could be done with a control and an experimental group to see the difference between the groups taught using the means of reading and the other one taught using the old traditional method, thus making the result more reliable and generalized.

5.5.2 The duration of the treatment can be lengthened so that the researcher has an opportunity to try on different kinds of strategy and text with students.

5.5.3 To make the study more generalized, the population should be increased and divided using sampling techniques to classify good or weak students.