CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

From the result of the study, the researcher describes conclusion as follows;

1. There is a positive correlation between students’ locus of control and students’ writing skill of the Eleventh Grade of SMA N Kebakkramat, Karanganyar in academic year of 2016/2017. The contribution of students’ locus of control to students’ writing skill is 11.96%. It means that the increase of students’ locus of control will be followed by the increase of students’ writing skill. Besides, it also shows that students’ locus of control influences the students’ writing skill of 11.96%.

2. There is a positive correlation between students’ transitional devices mastery and students’ writing skill of the Eleventh Grade of SMA N Kebakkramat, Karanganyar in academic year of 2016/2017. The contribution of students’ transitional devices mastery to students’ writing skill is 21.85%. It means that the increase of students’ locus of control will be followed by the increase of students’ writing skill. Besides, it also shows that students’ locus of control influences the students’ writing skill of 21.85%.

3. There is a positive correlation between students’ locus of control, students’ transitional devices mastery simultaneously and students’ writing skill of the Eleventh Grade of SMA N Kebakkramat, Karanganyar in academic year of 2016/2017. The total contribution contributions of students’ locus of control and students’ transitional devices mastery to students’ writing skill are 33.81%. It means that the increase of students’ locus of control and students’ transitional devices mastery will be followed by the
increase of students’ writing skill. Besides, it also shows that students’ locus of control and students’ transitional devices mastery influence the students’ writing skill of 33.81%.

From the explanation above, it can be concluded that locus of control and transitional devices mastery correlate and contribute to writing skill.

B. Implication

Students are individuals who have different personality between one and another. This personality will affect their ability in many aspects related on school activity in learning process. One of the activities is writing.

It is proved by the analysis which shows that there is a contribution between students’ locus of control and students’ writing skill. The concept of locus of controls covers the ideas that the attitude of students in school toward learning process especially in writing activity is influenced by some kind of things such as fate, chance, or outside force. Locus of control is divided into two categories. Result of the study indicates that external locus of control is the most influence from the largest part of the sample. It shows that external locus of control plays an important factor for students in writing activity. This kind of result happens because in this case, the prior factor that controls their behavior toward writing especially English writing is caused from the outside forces such as; they do not believe in their ability to success or they just follow the instruction their teacher gave them. It is different from some theories (Khoshsima and Izadi, 2015), (Bauchama, Cruel, and Basque, 2012) that show internal locus of control as their result. Those theories agree that internal locus of control demonstrates higher level of academic achievement. They believe that internal locus of control significantly affects learners’ academic achievements.
For increasing students’ locus of control, especially their internal locus of control, teacher must encourage their students. Motivate them by praising their effort when they get high score in class. Teacher should emphasize their effort by doing by giving them good feedback. Those kinds of behavior will help students in improving their trust of their ability. When they start to believe that they can do well in writing, they will learn more so they can write well. It means that, when their locus of control improves, it also will improve their academic achievement, especially in writing skill.

Students’ transitional devices mastery has higher contribution than students’ locus of control to students’ writing skill. Some of transitional devices is part of cohesive devices. However, cohesive devices focus on continuity of the lexical expression from text, while transitional devices focus the reader orientation on textual expression to create coherencies from text. Without transitional devices as a helper in creating coherencies on texts, readers would difficult to understand what a writer wants to convey in his writing. It would be impossible for reader to read a story, for example, without transitional devices that shows the coherency in every text in the story even though the story is written well. In addition, to write a good writing, a writer needs to master not only cohesive devices but also transitional devices as coherence markers.

For increasing students’ transitional devices, the teacher has to give task related on transitional devices. It can help them in master their writing ability by learning how to make their written text more coherence and easier to read. Thus when students’ transitional devices mastery improves, their ability in creating good writing is also improve.

Related on improving students’ writing skill, it can be summarized that locus of control and transitional devices mastery play an important role. Correlating to lesson plan, locus of control and transitional devices mastery show its strength and weaknesses in improving writing skill. Locus of control will
encourage students to write coherently by using transitional devices in creating writing skill. However, the two variables also show bad effect considering to writing skill. It is “time consuming”. According to lesson plan (see the appendix), teacher who focuses on creating good writing skill will teach his students step by step. By using some instructions which develop locus of control and transitional devices in his way, their progressing in creating good writing will need more time.

C. Suggestion

Based on the implication above, the writer wants to give some suggestion as follows:

1. For teacher/lecturer
   a. A teacher should make a good environment in classroom related on learning process especially in classroom. Besides, teacher should not make students feel discouraged by giving bad feedback
   b. A teacher should help students master their transitional devices in order to help them achieve good writing both grammatical and coherence.
   c. A teacher should give more practice in writing. For example, students are asked to write daily activity at least one paragraph.

2. For students
   a. Students should develop their locus of control by reducing stress and feeling unfair in every situation when they got low score. Being confidence in their ability while doing task and believe that they can finish the task.
   b. Students should improve their transitional devices mastery to support their writing ability. For example, they can do some exercise related on writing, read simple English story every day. Watch movies with English subtitle, and so on
c. Students should increase their writing skill. They can write their daily activity as their diary in English.

3. For the researcher

There are many factors which can help students in increasing their writing skill; some of them are students’ locus of control and students’ transitional devices mastery. Thus, the writer hopes that this researcher can be used as one of references to conduct another research that are related to this research especially in improving writing skill.