**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter covers two sections, the first section deals with conclusion of lecturers’ strategies in teaching writing and another one deals with suggestions.

1. **Conclusion**

In doing teaching and learning process in the classroom especially teaching descriptive paragraph Lecturer 1 used the collaborative writing. It was very good for his students because all of students in the classroom were active. They were divided into several groups and then each group help each other. This strategy was very good because all students were active. Some of them as proof reader and some of them look for the source.

Lecturer 2 applied making topic and questions in teaching descriptive paragraph. He gave the real and the hot topic. It was very useful because from the hot topic would be arisen many ideas. After giving the topic he gave the question to his students. From the question would be arisen many answers. Exactly there were many answers from the students. This answer was ideas. It means that they could build their knowledge in making descriptive paragraph. Beside that he also explained about the tenses in making descriptive paragraph.

Lecturer 3 applied language experience approach. He stated that this was the best strategy in teaching writing especially teaching descriptive paragraph. Before explaining the material he gave the pretest for his students. The purpose of this test was to know about his students’ prior knowledge. After that he explained completely about the material of descriptive paragraph. This strategy could be used to solve his students’ problem like grammatical error, vocabulary and so on. The last part of language experience approach was giving post test. This part was needed to give so that he could know about his students’ knowledge after giving the strategy. It was the content of language experience approach.

Based on students’ perception they gave the same answer. They said that each lecturer who taught writing skill at the fifth semester used the best strategy. This thing could happen because all students comprehended about descriptive paragraph. Beside that there was lecturer gave the interest something like the information and the application form of scholarship. It made them had more spirit in following teaching and learning process.

1. **Suggestions**

Based on the result of this research and conclusions above, the researcher gave some suggestions as follows:

1. In teaching writing especially teaching descriptive paragraph another lecturer should use this strategy like collaborative writing, making topic and questions and language experience approach because it was very useful for the students. The most important part it was so suitable for students’ learning now.
2. For the students who want to improve their skill in English especially in writing skill they should apply this strategy.
3. This research can be references for the students and the lecturer who want to apply strategy in teaching writing.