

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study has described the factors that cause dysgraphia students' difficulties writing English in grades VII & VIII of SMPN 1 Bojong. Researchers found the cause of dysgraphia students' difficulties writing English, there are two factors, namely internal factors which include cognitive, affective, psychomotor, and external factors including the family environment, and school environment. Cognitive factors include aspects of memory, perception, and language problems.

Resulting in being unable to string letters into syllables, syllables into sentences, and difficulty understanding, and interpreting letters/alphabets that have almost the same writing symbol. Then feelings, interests, and attitudes there is a low interest in learning English also affects affective factors, so students' attitudes towards English assignments cheat more friends. Psychomotor factors include aspects that include skills in doing things like imitation. Shiva could not imitate the teacher's writing on the board, then was unable to understand the meaning of something heard and then wrote it down while overcoming time constraints. Family environmental factors influence the perceived consequences of dysgraphia students, the daily language used at home is Sundanese. Factors in the school environment

that use Sundanese in learning, and when communicating with friends and teachers.

Then this research has been to analyze the strategies used by the teacher in teaching writing in English to dysgraphia students. Researchers found three teaching strategies: Teaching Strategy in class, Treatment of dysgraphia children, and Basic Literacy Class. Pre-study Strategies, using the lecture method with visualization strategies. Before core learning, students do brain gymnastics, which is called brain buttock and arm activation. Then the handling of this learning includes visual auditory, repetition of regular class material, question, and answer, then remedial. And basic literacy classes are attended by students with dysgraphia, and dyslexia, where activities are carried out once a week on Mondays and Wednesdays. Learning done by English teachers is interesting material and can make students feel happy, about favorite singers. Teaching strategies at SMPN 1 Bojong provide learning handlers both in class and specifically for dysgraphia students. The findings of this study have contributed knowledge in the field of English language learning for dysgraphia students. Especially in the field of learning to write English.

## **B. Suggestion**

Although this study found some things that were considered interesting, it still had some shortcomings, both from the number of samples that were lacking and the research time that had to take longer. Therefore, this study encourages future researchers to study the topic of learning strategies in dysgraphia students by the quantitative descriptive method. The author gives some suggestions:

### **1. Student**

Students can improve their skills in English, speaking, reading, and writing by studying more at home using online English learning application media. Practice can be followed by game activities and explanations of the answers given by students so that students can easily understand especially students more time at home, and can study alone if their parents or family at home no one can teach English.

### **2. Teacher**

Teachers learning would nice to use the language of unity, namely Indonesian, to familiarize students with formal talks with the teacher and students can communicate with foreigners.

3. School

For other schools, so that students with learning difficulties get handling facilities that can reduce learning barriers at school and conduct training on it.