

CHAPTER V

CONCLUSION

This chapter sets out the conclusion of the study. It is commenced by restating aims and research questions. It further presents brief summary of the findings of the study. This chapter also outlines the limitations of the study as well as provides recommendations for further research.

5.1 Aims and Research Questions

The study concerns the investigation of text-based syllabus design and its implementation in the academic classroom. It aimed to identify whether text-based syllabus design can enhance the learner's performance in writing research paper, to find out whether there are gaps between the text-based syllabus design and its use in the classroom and to explore teacher's strategies when anticipating the gaps if occurred. Thus, the study was carried out to answer the following research questions: (1) can text-based syllabus design enhance the learner's performance in writing research paper? ; (2) are there any gaps between the design of text-based syllabus and its use in the classroom? ; and (3) if there are any gaps, how does the teacher anticipate the gaps?

5.2 Conclusion of the Study

The study concludes that despite some limitations found in the study, text-based syllabus design to most parts is effective to enhance the learner's performance in writing research paper, in particular writing research paper abstract. This enhancement can be seen from clear text structures, appropriate skeletal phrases and improved language features in the learner's writing. With respect to text structures, the learner has successfully applied the text structure that results in her organized texts. It is accompanied with the use of appropriate skeletal phrases identifying each text structure correctly. In the case of language features, despite

some minor weaknesses, the learner is much improved in terms of text unity, clause grammar, group words and graphology.

Those enhancements are, among others, closely associated with five main following aspects; first, the learner awareness of the importance of the benefits provided by the teaching stages including the models or examples provision, the understanding of the recursive writing and the good grasp of the application of the references and at the same time the consideration of the recursive writing; secondly, the positive characteristics of learner who makes an opportunity to learn inside and outside of the classroom and is responsible for her own learning; thirdly, the teacher clear instruction and guidance; and finally, the clear and detail materials. All reflect the syllabus effectiveness in its use in the classroom.

Further, the study also shows that the gaps occur between the lesson plan and the teaching implementation. It is attended in four factors including steps of teaching, activities, materials and time. These gaps are then managed by the teacher by using different strategies to the teaching, lesson plan and materials. To the teaching, the teacher uses the strategy of context adjustment (teaching steps, activities and time); to the lesson plan, the teacher uses the strategy of reorganization and simplification; whereas, to the materials, the teacher uses the strategies of modification and simplification. Therefore, in general, the text – based syllabus design could help the learner in the study enhance her performance in writing research paper abstract by using the design as elaborated in chapter 2 and 4 and by considering the gaps as well as the strategies to anticipate the gaps.

5.3 Limitations of the Study

There are some limitations of the study. Firstly, the involvement of the researcher in teaching and evaluating the results leads to subjectivity as it highly depends on the researcher interpretation affecting the validity and reliability of the study. However, it is anticipated by the use of multiple data collections as well as the involvement of another researcher to strengthen the judgment, providing an opportunity for the researcher to view from many sides and aspects and

triangulate the data. Secondly, due to the single number of participant, people who are interested in the generalization could not meet their expectation in this context of study. Despite the fact, it is already mentioned in chapter three that this study is not aimed for generalization, instead, it is intended to see in depth a single entity in its natural setting. Thirdly, the irregular meetings of the teaching learning process that may result in the effectiveness in the learning process because of this irregular contact. It is handled by the provision of some reading tasks and homework. Fourthly, in terms of the syllabus, the objectives formulated are alike for each topic, reflecting similar achievement and therefore in this aspect, what have been achieved by the learner in writing research paper abstract in this study can probably be used to mirror similar achievement in the rest of the topics. However, it is still open to doubt and therefore it reflected the shortcoming of the study. Similarly, the distinction that lay on each feature of the topics would also reflect the problem unique to each topic.

5.4 Recommendations for Further Studies

There are several recommendations for further research. Firstly, due to single number of participant, it is suggested that future researchers can conduct similar research with more number of participants. Secondly, the context of study is writing, it is recommended that future researchers can apply the text-based syllabus design in the context of academic speaking. Finally, based on the limitation above in that the irregular meetings in the teaching learning process occurred, it is suggested that future researchers can conduct similar research with more regular contacts in terms of teaching and learning schedule.