

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and suggestions. It discusses the conclusions that are drawn from the findings and discussions in the previous chapter and from the research questions in Chapter I. It also gives the suggestions for future research related to the use of Process-Genre based approach.

#### **5.1 Conclusions**

The single case study research has investigated the implementation of Process-Genre based approach in teaching writing Descriptive text in one state of junior high schools in Cimahi. The research is aimed at finding out whether Process-Genre based approach can help develop students' ability in writing a Descriptive text and finding out students' responses towards the implementation of Process-Genre based approach.

The data collection from this study has drawn several conclusions related to the research questions proposed in chapter I. The conclusions can be elaborated as follows

From classroom observation data, Process-Genre based approach is suitable for Indonesian Curriculum that requires students to write different kind of text. It is in line with Emilia and Tehseem (2013) that the frameworks of Genre-based approach and Process-based approach are complimentary rather than contradictory to teach students writing any different text types. Besides, Process-Genre based approach is used not only to improve students' writing ability, but also other skills, such as listening and reading comprehension were also taught during the implementation stage (Emilia, 2012). From data observation, scaffolding, bilingual teaching, and explicit teaching were important to be implemented in writing activity. Explicit teaching during modelling stage was useful for the students in understanding the distinction of schematic structure of Descriptive text as well as the linguistic features.

Data from Students' writing product showed that students' writing ability of Descriptive text was enhanced and developed in majority. It could be seen on students' writing products that the students have applied the appropriate schematic structure and linguistic features of Descriptive text, and have achieved the social function of Descriptive text. In terms of schematic structure, all students wrote Descriptive text in good schematic structure, identification and description. They also added personal comment element to show their affection towards the specific participant being described (Emilia & Christie, 2013). In relation to linguistic features, the students could use appropriate linguistic features of Descriptive text; using specific participant, present tense, Material process, Mental process and Relational process, and technical terms. It can be concluded that high-, middle-, low-achieving students have developed their writing ability of Descriptive text. However, for low-achieving students, as concluded in chapter IV, they need more guidance and attention during modelling stage to strengthen their knowledge in terms of schematic structure and linguistic features of Descriptive text.

From data interview, all of students thought there were improvements of their writing ability of Descriptive text. They could differentiate the element of schematic structure and linguistic features employed in Descriptive text. The other developments are enriching vocabularies, understanding grammar, and expressing their idea into a text.

Furthermore, the students gave positive responses towards the implementation of Process-Genre based approach. The students thought that learning process of this approach was very interesting and helped them understand the Descriptive text. For the act of writing practice, it was their first time in doing drafting stage, revising, editing and publishing their final writing product. Learning sources and varied activities that were used in classroom during the research facilitated students to learn English because it helped them gain new knowledge and made them not to be bored during the learning activities.

## 5.2 Suggestions

There are several suggestions given for the future research or studies related to the topic:

1. For the present study, the implementation of Process-Genre based approach can be conducted in a longer period and meeting to develop students' need and help students especially low-achieving students understand the topic.
2. Modelling stage should be conducted in three or more meeting to deal with low-achieving students in understanding the schematic structure and linguistic features of text.
3. Future researchers are expected to use more various data collection to make finding more valid.
4. The use of Process-Genre based approach can be related to development of critical thinking because Process-Genre based employed the characteristic of genre based approach that takes an important role in developing critical thinkers.
5. Future researchers are expected to use this approach to teaching other skills to see what aspects can be improved from students and teacher.