

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is consisted of two sections which are conclusions of the research and suggestions of the research.

#### **5.1. Conclusions**

The conclusions are presented based on what has been found and discussed in chapter IV. Based on the classroom observation and students' text analysis, despite some limitations of students' texts, the result showed that contextual-genre based approach was considered effective to improve the students' ability in writing procedure texts. It was proven from the classroom observation, students could follow the activity through all stages of contextual-genre based approach. In this case, there were four stages that were implemented, which are: building knowledge of the field, modelling, joint construction, and independent construction. Those stages included the varied activities such as discussion, group work, etc. Actually, it created some benefits for students to get comprehension towards the text. For example, the students can relate the subject with the context in the building knowledge of the field stage; they also can share their understanding through discussion activity, etc.

Additionally, the students from all levels of achievement could improve their ability in writing procedures text. However, low-achieving students still had several mistakes in writing the text such as the use of action verbs, grammatical rule, etc. Despite, after they were given the feedback and revising their texts based on contextual-genre based approach frameworks, students could improve their text even though there were still some mistakes in terms of linguistic features. The middle and high achieving students had already achieved the learning objectives (see section 4.2). It revealed that contextual-genre based approach gives the benefits for the students in writing a current text.

In this case, each stage of genre based approach which consisted of principles and strategies of contextual teaching and learning approach were necessary to be implemented. Firstly, the BKOF stage was important in relating the subject with the context. It consisted of relating strategy of CTL approach in which the students could relate their comprehension to the context of real life. Secondly, the modelling stage in contextual-genre based approach is a crucial stage (Lin, 2006). The teacher and students discussed a lot about procedure text in terms of schematic structures and linguistic features. The students could move on to joint construction and independent construction stages, if they had already achieved the objectives in the modelling stage. However, because of the limitation of time, the teacher had to create the appropriate activity based on the contextual-genre based approach. There might be some low-achieving students who were still confused in learning schematic structures and linguistic features of the text. In this case, checking students' comprehension was needed to be carried out longer for addressing low-achievers to be ready for the independent construction stage. The teacher needed to assure that the students understand about the text in terms of schematic structures and linguistic features.

Moreover, the joint construction stage was also important. In this stage, the students worked in the group to finish the task. In addition, this stage consisted of the applying and cooperating strategies of contextual teaching and learning approach. In this case, the students could apply and share their comprehension with others in finishing the task through group discussion. Furthermore, the independent construction stage was also necessary to be implemented. The students were asked to make a procedure text individually based on their understanding. It was aimed to identify the students' improvement in writing a procedure text.

## **5.2. Suggestions**

There are some suggestions that are recommended for the further reaserachers and teachers. For the further researchers, it is suggested to conduct the research by using a synthesis of contextual teaching and learning and genre based approaches for

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teaching other English skills such as reading, listening, and speaking. In addition, the researchers can also conduct the approach in teaching another text such as narrative, recount, report, etc. In addition, it is suggested that for the next research, the use of contextual-genre based approach to teaching writing can be conducted in a longer period and meetings. In this case, it is expected to be able to address the problems that occur from low achieving students. In this case, the modeling stage should be conducted until the students have reached the learning objectives, before moving on to the next stage (Joyce and Feez, 2006).

And for English teachers, there are some suggestions in applying contextual-genre based approach. Firstly, from the research findings, it shows that the implementation of contextual-genre based approach is recommended in teaching writing procedure text. Secondly, it is suggested for the English teacher to use media in teaching English in order to support the stages that are implemented in the classroom. Next suggestion for the teacher is to check students' understanding whether they have already achieved the objective in the modelling stage before moving on to the next stages. Next suggestion, the teacher should be careful in giving the context in the building knowledge of the field stage, because there are some students' characteristics and interests in the classroom. The last suggestion is the teacher should use systemic functional linguistic or SFL frameworks as a tool for measuring the students' texts. In this case, the teacher can analyze students' difficulties and weaknesses in terms of linguistic features and schematic structures in the text.