

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion derived from the findings and the discussion in chapter 4. In addition, several recommendations are pointed out in order to give information as well as guidance to conduct upcoming research related to the same issue

1.1 Conclusions

FSWM is a teaching learning strategy which has a big potency to improve students' ability in writing. This study aims to examine the ways FSWM helps students write analytical exposition text. In addition, the study also attempts to investigate students' attitude on the use of FSWM in the teaching writing of analytical exposition text.

With respect to the first research question, it can be concluded that FSWM does help students write analytical exposition texts through the steps established in the FSWM itself. This finding was supported by the results gotten from classroom observation and the sample of students' texts. Also, the data from questionnaire and interview to the students highly supported the answer to this first research question.

Based on the classroom observation, it was found that FSWM did help students in improving students' ability in writing analytical exposition text, students' writing ability in general, as well as classroom situation during writing which became more conducive. Additionally, the data from students' text revealed that through the steps established in FSWM students had shown significant improvement in writing analytical exposition text in terms of social function, schematic structure, and appropriate linguistic features.

In conjunction with the second research question, two main sets of data were used. They were questionnaires and interview. The findings indicated that students showed positive attitude on the use of FSWM to teaching writing of analytical exposition text. The result from questionnaire revealed that the mean score from all

components of attitude fell above the midpoint (36) namely 46.35 or about 77.25% (above 50%) of the students showed positive attitude. This indicated that students gave positive response on the use of FSWM. In addition, the result of interview data affirmed that students preferred highly this method to write and for them FSWM was surely interested, useful, and helpful. In summary, students show positive attitude on the use of FSWM in teaching writing of analytical exposition text.

Based on the findings throughout the implementation of FSWM in this teaching program, there was a new interesting issue appeared which was worth noticing. It was the promotion of student-centered activity which had become the trend of education nowadays. Students-centeredness seems to be obviously developed during the implementation of this program in which students started actively creating their own discovery on constructing their writing. The steps of FSWM provided to them enabled them to have a direction on how to write well even when there was not teacher's assistance anymore. Related to this part, then FSWM was obviously an effective method which not only promote students' ability in writing with guidance but also later promote students' centeredness in writing even just by themselves.

1.2 Recommendations

Based on the findings and the conclusion of this study, the following recommendations are proposed for both the next research and the teacher's practice.

For future research: This study was still limited in context i.e. it was done just in one school in Bandung. Thus, the next study may be used in broader context out of Bandung which may involve many schools, not only one school. In addition, this study was applied in writing skill, thus the next study may attempt to examine the effectiveness of this method to other skills, i.e. speaking skill or reading skill. Also, this study was addressed to senior high school students, hence the next study might use this to other level, i.e. in junior high school student.

For teacher's practice: FSWM was just a method of teaching writing in pre-writing step. Thus there were still some students who had problem with grammar. Thus, it is

essential for the teacher to also teach students explicitly on grammar and provide the list of vocabularies on helping students master both the grammar and the vocabulary. For this, explicit teaching as suggested in Genre Based Approach is worth suggesting.