# CHAPTER VI
# CONCLUSIONS

This chapter illustrates the conclusion to the study. It is started with the restatement of the aim of the study and research question. It further sets out the conclusion to the findings of the study, the limitation of the study, and recommendation for further research.

## 6.1 Aim and Research Question of the Study

The study attempted to investigate the effects of the use of Genre-based approach synthesised with Project-based Learning in helping students develop their ability in writing biographical recount text. Thus, the study was conducted in order to answer the following research question.

1. To what extent does the use of Genre-based approach synthesized with Project-based Learning enhance the teaching of writing biographical recount text?

## 6.2 Conclusion

The study revealed that to most extent, the teaching program using the synthesis of Project based learning method and genre-based approach seemed to be success in raising students' motivation to write and improving students' writing ability. The observation and focus group interview showed that students seemed to be motivated, empowered and challenged in the learning of writing biographical recount text. In this case, the teaching program had likely to make the students enhance their writing skills in that they had a good control in schematic structure and linguistic features of biographical recount text that could indicate students' improvement in constructing organized texts successfully.

Further, the students had successfully comprehended the schematic structure of biographical recount text, despite some minor weaknesses. It could be seen from the classroom observation, focus group interview, and students' text. From the classroom observation and focus group interview, most of the students were able to mention the schematic structure of biographical recount text which was abstracted into *OrEO* (Orientation, Record of Events, and re-Orientation) and the definition of each. From students' texts written in Joint and Independent construction, most of the students' texts were covered the Orientation, Record of Events, re-Orientation or evaluation including personal comment.

Furthermore, from linguistic features, the students' texts written in Joint and Independent constructions were enhanced, despite some minor weakness. To elaborate, the students' texts covered most linguistic features of biographical recount text, including specific participants, the use of the third person as the subject of the biography adverb of time and place, past tense, and conjunction.

In line with it, students also gave positive responses on the implementation of the program, which was shown from the focus group interview result, stating that the teaching program was enjoyable, motivating and challenging. Moreover, the students also stated that they eager to have another project of writing with different genre, and they also eager to have another performance project, such as drama.

Finally, in general the study showed that the teaching program which synthesized Project-based Learning and Genre-based was able to improve students' writing ability, particularly in writing biographical recount.

## 6.3 Limitations of the study

There are some limitations of the study. Firstly, the study involved the researcher in studying and evaluating her own teaching. Therefore, loss of objectivity in the

research is potentially occurred, particularly in terms of both data collection and analyses. For instance, in the use of focus-group interview data, where the researcher acted as the interviewer, the students may potentially please the teacher when answering the questions that may lead to subjectivity of the results. This limitation need to be considered in any future studies of this sort. Secondly, the study was conducted to see the students' improvement in writing ability. Therefore, the analyses on the other skills were not the focus of the study, despite the fact that listening, speaking, and reading activities were involved in the teaching program. Finally, in the teaching program, the editing process done by the students were limited in time and therefore it also reflected one weakness of the teaching program.

## 6.4 Recommendations

The study provides several recommendations for further research. First, based on the findings of the study, which may not be generalized to other settings, it is recommended that Project-based Learning synthesized with GBA in teaching writing as the teaching framework can be gradually implemented in other genre and another English productive skill, such as speaking. Second, this study was employed in two cycles with short period in each cycle. To certain extent, the students' ability may not really improve significantly. Therefore, further researchers are suggested to apply the teaching program with longer period of time to produce better improvement of students' ability and more prepared in conducting the teaching and learning project. Third, research on the use of Project based learning synthesized with GBA in teaching writing can be used with the further analysis on multimodality. Therefore, multimodality should be included for further research.