

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter reports the conclusions and suggestions of the study. It is composed based on the result of the study related to the implementation of GBA in teaching writing descriptive text to the seventh-grader. Meanwhile, several suggestions are provided that concerned to the approach implementation.

5.1 Conclusions

This study focuses on the investigation of the GBA implementation to teach writing, especially writing descriptive text and gain their opinions toward it. The data were collected from students' written text, classroom observation and questionnaire. Referring to the findings, it can be concluded that GBA implementation had good effects in developing students' writing ability especially in writing descriptive text. It was proven by the result of students' written text from baseline text product and final text product. It showed that the students' text product has better quality after the implementation of GBA in terms of social function, schematic structure, and linguistic features of descriptive text.

Moreover, the result showed that all of the stages of GBA can help seventh-grader in making a descriptive text. In building knowledge of the field and modeling stage, the students can get new vocabularies from the examples of descriptive text and familiar with the schematic structure and language features of the text. Furthermore, the activities of working group in joint construction stage help the students to get more ideas from their friend. In addition, in implementing the independent construction stage, recursive process (drafting, revising, editing, proofreading is really helpful to the students in making a descriptive text. It means that the implementation of genre based approach in teaching writing descriptive text for seventh-grader give a good effects to the development of students' writing ability.

In addition, the result of questionnaire indicate that nearly all of the students give positive opinions toward the implementation of GBA in teaching writing descriptive text while only a few students give negative opinions to it. It can be stated that nearly all of the students in the classroom think that GBA is appropriate to be implemented in their class. Since, the data from questionnaire shows that students' responses related to the implementation of GBA have high number on agreement or it can be said that GBA can help them to make a better descriptive text. Furthermore, this research gave the researcher an experience in conducting GBA in the classroom.

5.2 Suggestions

This study has many limitations. There are several suggestions presented in this study that can be recommended for the follow-up studies. These suggestions will be focused on two main parts; suggestion for English teachers and for further researchers who are interested in the same field.

Several suggestions for English teachers who are interested in implementing GBA in teaching writing are first, the teacher should provide activities that can help the students get new vocabularies related to the topic and knowledge of the grammar of the text in the first stage. Second, the teacher should make sure all of students get the knowledge before moving to the next stage. Third, the teacher should teach the schematic structure and linguistic features of the text explicitly and provide more than one examples of the text. Fourth, the teacher should monitor students' activity in joint construction stage to make sure that all of the students participate to share their ideas. Fifth, the teacher can implement GBA not only for descriptive text but also for different texts and skills. Sixth, it is suggested that teacher should have good capability in creating teaching strategy in the classroom to attract students' interest in learning English using GBA. It will be helpful to keep students interested and not feel bored during English class.