

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. It gives the conclusions that are drawn from the findings and discussions in the previous chapter. It also gives the suggestions for future research related to the implementation of genre-based approach.

5.1. Conclusions

This single case study research has the implementation of genre-based approach in teaching writing Descriptive text in one public of junior high school in Lembang, West Java. This study is aimed at finding out to how genre-based approach help developing students' ability in writing Descriptive text and finding out students' responses towards the implementation of genre-based approach. The conclusions can be elaborated as follows.

From classroom observation data, genre-based approach is suitable for Indonesian Curriculum that requires students to write different kind of text. This supports previous research (Emilia, 2013) that the frameworks of genre-based approach and process genre-based approach are complimentary rather than contradictory to teach students writing any different text types. Besides, genre-based approach is used not only to improve students' writing ability, but also other skills, such as listening and reading comprehension also speaking were also taught during the implementation stage. Data from the observation also shows that scaffolding and explicit teaching are important to teach student writing. Explicit teaching during modeling stage was useful for students in understanding the distinction of schematic structure of Descriptive text as well as the linguistic features.

Data from students' writing product show that the students' writing ability of Descriptive text was enhanced and developed. It can be seen from students' writing product that the students have applied the appropriate schematic structure and linguistic features of Descriptive text, and have achieved the social function of Descriptive text. According to schematic structure, all of students wrote

Descriptive text in a good schematic structure, general statement 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, students could use appropriate linguistic features of Descriptive text, such as using specific participant, present tense, material process, mental process and relational process. It can be concluded that high-, middle-, low-achieving students has developed their writing ability of Descriptive text. From the interview, all of students confirmed that there were improvements of their writing ability of Descriptive text. They could differentiate the elements of structure and linguistic features employed in Descriptive text. The other developments are enriching vocabularies, understanding grammar, and expressing their idea into a text. Students thought that learning process of this approach was very interesting and helped them in understanding the Descriptive text. In the act of writing practice, it was their first time doing drafting stage, revising, editing, proofreading 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 in gaining new knowledge and avoided boredom during the learning activities.

5.2. Suggestions

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

1. The implementation of Genre-Based Approach can be conducted in a longer period to finding out their actual needs and help students especially low-achieving students in understanding related to the recursive writing.
2. The implementation of genre-based approach can be incorporated with the development of critical thinking because genre based approach plays an important role in developing critical thinkers.
3. Future researchers are expected to use this approach to teaching as well integrated other language skills to see what aspects can be improved from both students' and teachers' side.

4. Future researchers are expected to use this approach to teaching in young learner.