CHAPTER VII

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER STUDIES

This study was to investigate if the teaching of narrative text using GBA stages can develop the students’ characters. This study was important as it attempted first, to synthesize the principles with theories from other areas related to genre-based approach (GBA) stages and narrative text (literature). Second, it was important as it attempted to develop the students’ characters.

7.1 CONCLUSIONS

The major conclusion of the study is that the teaching program (observation and the students’ test) was successful in developing the students’ characters. Mostly the students developed their character from the discussion of reading texts and the GBA stages. Students’ capacity in developing character values was incorporated in their narrative writing, indicating the students’ capacity to construct successful narrative texts in organized schematic structures, showing students’ capacity in selection of processes shown in their language features.

All the findings suggest that the students’ moral commitment, moral judgment and self-reported moral behavior questions were incorporated in the students’ test and students’ narrative writing. The students’ answers regarding the reading text questions showed the students’ character values: the students’ moral judgment (how they judge the participants’ character by reflecting on their personal experience in the past), moral commitment (how they put themselves as individual and as social beings), and self-reported moral behavior (how they acted in the past regarding the judged and believed values).

GBA stages as the teaching approach successfully developed character values such as honesty, curiosity, love for peace, social care, responsibility, being religious, tolerance, independence, creativity, democracy, hard work, discipline, reward achievement, being communicative, joy of reading, and care for the
environment. Thus, the selection of character values studied has accomplished its purposes. Moreover, it revealed more than the selected values (*love for peace, democracy* and *reward achievement*). The students developed character values implicitly from the teacher as role models and other aspects, the reading texts, as also believed in (Halstead, 1996 as cited in Raihani, 2011).

Regarding the students’ narrative texts, their texts successfully revealed their own experiences in arranged structures and selection of processes. The students’ capacity in producing narrative text was supported by their reflection on experiences which were obviously about themselves as the narrative texts gave those chances to think about themselves. The students’ schematic structures in their produced text revealed that the students developed curiosity and knowledge in knowing about peoples and the community beyond their culture (Bucher and Hinton, 2010), the students developed how to face problems as they reveal the reality of lives (Bucher and Hinton, 2010), students reflected and challenged their problems in their life (Christie, 2005), and students learned how to reflect and think over what they do (Bucher and Hinton, 2010; Christie, 2005 and Appleyard, 1991 as cited in Bohlin, 2005). Moreover, the students’ success in writing narrative text also showed that students works hard and discipline as their capacity.

The interview confirmed what was gained by the students during the teaching program. The interview conducted with the students showed that they developed their character values from the participants in the reading text, especially their cognition about participants’ character as it was discussed in Chapter 5, Text 5.1.7, and see Appendix 9 for Text 5.1.8, and Text 5.1.9 which were written by the low-achievers. The interview also revealed that the selection of texts and reading questions played important role in developing the students’ characters. Mostly, the students were joyful to read the texts because they loved the story as the text revealed dilemma. Thus, it is proven that the students developed their character from the literature (narrative text) as stated by Teja (2011) see also in Musthafa (2008:205) and also stated in Christie (2005:203) see also in Bucher and Hinton (2010:11) who propose a number of purposes of
literature for young adult. Moreover, the students also developed their character values from the dilemma discussions as stated by Lickona (1996) and Kohlberg (1984) as cited in Snarey and Samuelson (2008).

All the findings have shown that the teaching of narrative texts can develop students’ characters. The findings are in line with Teja (2011) that the approaches to moral decision-making such as universal truths and principles derived from literature. Finally, in general, the study indicated that the teaching of narrative text using GBA stages could develop hitherto character values.

7.2 LIMITATIONS OF THE STUDY

The major limitation is that the study involved the researcher in studying and evaluating her own teaching. Therefore, the researcher realized that there are limitations in terms of data collections and analyses. The instances of the data collection and analyses could be seen in the use of reading texts, for example, the researcher might have selected a difficult text in terms of vocabularies which made the students much depend on teacher’s help although the teacher’s interaction and guidance was necessarily needed during the teaching program as it could be seen in Chapter 4 and Chapter 5.

Regarding the selection of texts, the researcher followed Christie (2005: 16) that the selection of texts which are not for the teaching purpose may increase students’ interest in reading the texts. Hence, the text was considered difficult in terms of selection of the vocabulary although the students said that it was interesting in terms of the story. Moreover, there was potentially “students’ comfortable feeling” by making the researcher delighted as there was relationship between the researcher and the students especially in the selection of certain students for texts analyses and interview data.

Despite the limitation above, first, the researcher asked an observer, who was her colleague from another school as to make the observation during the teaching program objective. The observer gave some additional feedbacks and reviews. Second, in the study, the researcher used multiple data collection to get multiple sources of evidence which was needed in data triangulation. The
students’ tests were collected after each reading texts discussion so that the data were obtained and analyzed at the same time of the teaching program. Eventually, the method of text analyses, the use of schematic structures and language features as a tool for text analyses could enhance some validity of the study.

7.3 RECOMMENDATION FOR FURTHER STUDIES

Based on the finding delineated above, the study revealed some important findings which were related to the teaching of narrative text to infuse character values. As explained in Chapter 4 and Chapter 5, it was found that students developed their character values from the narrative text structures (orientation, complication, evaluation and resolution) and the language features (action verbs, feeling verbs, thinking verbs, saying verbs and verbs of sense).

This implies that the teaching of narrative text is possible to be conducted in the teaching of character education. This reasonable statement is incorporated in the students’ character values during the teaching of narrative text. Thus, the selection of narrative text is crucial to incorporate the processes needed. One major recommendation is the selection of text regarding the vocabulary. As it was experienced by the researcher that the selection of texts might have made the students felt reluctant to read although the text was an interesting text to read.

Departing from the selection of text, it is important for the students to comprehend the texts. The students’ reading comprehension is incorporated in how the students answer the questions. As the study is aimed to investigate if the narrative teaching using GBA stages can develop the students’ characters, the reading questions should ask their character values, i.e. moral judgment, moral commitment and self-reported moral behavior as it is suggested by Lickona (1996), further explained by Kohlberg (1984) as cited in Snarey and Samuelson (2008) as Just Community which can be applied by investigating the moral reasoning of individuals and moral culture of communities and further refined by Teja (2011) as vital part of moral, a value clarification.

Finally, the findings of this study have successfully made the narrative teaching using GBA stages effective socially in developing the students’
characters in the observed school. Thus, it is quite possible that further studies toward the infusing character values in the teaching of narrative texts is developed.