

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestions. Conclusion is drawn based on the discussion in the previous chapter, while suggestions are offered as a contribution for English teachers and further researchers.

#### 5.1 Conclusion

This study was concerned with the implementation of process-genre approach to teaching writing business letter. The aim of this study was to find out the extent to which process-genre approach can improve writing ability of twelfth graders in vocational school in writing business letter particularly application letter. Furthermore, this study was also purposed to investigate students' responses to the use of process-genre approach to teaching writing business letter.

The findings of this study demonstrated that there was an improvement in students' writing scores after conducting process-genre approach. The students' mean score in cycle 1 was 75 with 16 students (57.1%) gained scores above *KKM*. Meanwhile, the students' mean score in cycle 2 increased to 82.5 with 23 students (82.1%) got scores above *KKM*. It can be seen from the data gained that more than 80% of students obtained scores above *KKM* (75) after implementing process-genre approach in teaching writing business letter.

Moreover, students' responses to the implementation of process genre approach to teaching writing business letter showed mostly positive responses.

The students revealed that process-genre approach is able to help them in comprehending the application letter. Besides, they found out not only how to write the text but also what purpose of the text is as well as what forms of the language in the text are. Most of them also admitted that both teacher feedback and peer feedback given are helpful and useful for them. In addition, by employing process-genre approach, students felt already much better in process of writing application letter.

## **5.2 Suggestions**

Having finished conducting the research, there are several suggestions that might be useful for teachers and next researchers in implementing process-genre approach to teaching writing.

In teaching writing by employing process-genre approach, the teachers are suggested to be well-prepared before conducting the teaching learning process. In addition, they should facilitate and guide the students during writing process. Moreover, the teachers also have to determine time allocation for carrying out process-genre approach in order to make the instructional process more conducive.

For researchers in similar area of study, there are also several suggestions. Firstly, the researchers can implement process-genre approach not only in vocational school but in senior high school as well. Secondly, the researchers can conduct this approach in other grades such as in tenth and eleventh grade. Thirdly, process-genre approach can be applied in teaching other texts such as

recount, narrative, report, or argumentative text. The last, in conducting this study, the cycle need to be added in order to gain more significant result.

