CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion and suggestions from the findings and discussions. It elaborates the conclusion of the research and what suggestions given for future research.

5.1 Conclusion

This study was concerned with the benefits of using the genre-based approach in teaching writing Discussion text to senior high school students in Sumedang. This study is aimed at at figuring out the benefits of the implementation of the genre-based approach to senior high school students' writing ability of Discussion text and to find out students' responses towards the genre-based approach to their writing ability.

The research findings suggested that the genre-based approach was beneficial in developing students' writing ability of Discussion text. This was proven by several strengths possessed by the approach. First, the genre-based approach facilitated the students with the practice of reading and speaking even though the focus of the study is writing a text. Thus, the students could develop their knowledge of the topic through reading and speaking practice. Second, the students got the explicit teaching of how the text construed through the schematic structure and linguistics features of genre in general in order to make the students understand how language works, acquiring a way to talk about language and its role in texts. In addition, the genre-based approach was also reported to be well-accepted as learning activities gave the enjoyment for the students as expressed by the students in the interview.

Furthermore, from the classroom observation during the implementation of the genre-based approach in the classroom, the students were able to follow the activities designed by the teacher. Therefore, the majority of students did not have significant problem in writing of Discussion text. This was proven by the result of students' writing products which mostly good seen from the application of schematic structure and linguistic features of Discussion text. Moreover, the students' improvement could be seen from the comparison between the first draft and the final draft of the text after passing several writing processes such as drafting, revising, and editing.

The results of interview identified that the students got progress in their writing ability after getting the genre-based approach during their learning process. The majority students were improved in grammar and organizing the idea. Moreover, the students got beneficial learning experience in group writing and feedback. However, writing in groups, peer-feedback, revision, and then one-on-one consultation with the teacher was the first experience for the students. Thus, the students expected to have more one-on-one consultation and grouping in the future learning process.

The other findings identified the dissatisfactory result of the genre-based approach applied by the researcher in the classroom. Several writing products from low-achieving students still had the weaknesses, especially in grammar and elaborating the arguments. Basically, this dissatisfactory result could be prevented in the one-on-one consultation where every students got feedback from the teacher intensively. Nevertheless, the limitation of time had been the obstacle to conduct one-on-one consultation recursively as needed by the low-achieving students, therefore, the majority of low-achieving students could not give 'perfect' result of their writing products. Thus, the low-achieving students did not continue the drafting process since the formal meeting in the classroom was end. Furthermore, the modeling stage needs to be conducted longer in order to make sure that all

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students understand the material, so that, the one-on-one consultation would not take much time since the students had fewer mistakes in their writing products.

5.2 Suggestions

From the conclusion, it is understood that the genre-based approach is beneficial for students. Therefore, it is recommended that teachers use the genre-based approach to teaching text, particularly Discussion text. However, in relation to the findings of the study, several suggestions are presented to the future research and studies in order to tackle with the dissatisfactory result that may occur.

First, the time for implementing the genre-based approach cannot be decided from the beginning because it depends on students' development in accepting the material and students' writing products. Therefore, the teaching stages in the genre based approach is not a lockstep, it can be repeated as and when necessary.

Second, the low-achieving students might need more explanation about the linguistics aspects of particular genre. Thus, in the next research, the modeling stage or the needed stage is expected to be conducted longer in order to concern with the low-achieving students. Furthermore, the teachers are expected to check regularly about students' understanding in the material, especially linguistics aspects of particular genre.

Third, in the next research, the middle and high-achieving students are expected to get involved in helping the low-achieving students to retain the learning materials better since controlling the big class is not easy. Thus, the teacher can instruct the students to work in group and conduct peer-feedback in order to allow the students share with each other, especially guidance for the low-

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achieving students. However, in the new technique that might be unfamiliar as peer-feedback, the teachers are expected to give the clear instruction of what should be corrected and commented, and then how to do it.