

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the present study and offers some relevant recommendations. The conclusions are drawn based on the findings and discussions presented in the previous chapter with reference to the research problems. The recommendations are made both for practical purposes and for further research.

5.1 Conclusions

As outlined previously in Chapter I, the present study seeks to examine the application of process approach in teaching narrative texts in an Indonesian EFL context. More specifically, the study examines (1) whether process approach is effective for improving the students' skill in writing narrative texts, and (2) the students' attitude towards the use of process approach in teaching writing narrative texts.

With regard to the effectiveness of process approach in improving the students' skill in writing narrative texts, it is found that the approach could improve the students' ability in writing narrative texts. The results show that there was not a significant difference in the initial ability of both the experimental and control groups. After the treatment, however, it is found that there was a significant difference in the ability of the experimental and control groups. Since

the scores of the experimental group are higher than the scores of the control group, it can be said that process approach is effective for improving the students' ability in writing narrative texts.

With regard to the way process approach helped the students develop their ability in writing narrative texts, it is found that the students have high motivation when following each activity of the stages in the process approach. Process approach gives great contribution to the students' development of writing narrative texts from all of its stages (prewriting, drafting, revising, editing, and publishing). For example, in prewriting stage, the students have mastered the social function and the generic structure of narrative texts throughout the fun learning activities which were designed for the implementation of process approach in this study. It was shown in interacting and mind mapping activities, in which the students were able to plan their narrative texts without missing any stages of generic structure. In addition, they also included the reorientation/coda, which is an optional stage. The students kept showing the development of their writings until the very last stage. It is because they had good impression of the program since the very first activity. Thus, the most crucial stage among the other stages is prewriting stage. Prewriting stage plays a vital role in the process approach.

With regard to the students' attitude towards the use of process approach in teaching writing narrative texts, it is found that above 90% students had positive attitude towards the implemented approach. Through the steps in the process approach, the students could enjoy the writing process and let their anxiety go (Demirel, 2011). In short, the students showed high motivation during the teaching and learning process when this approach was being implemented. Some other related studies investigating the effectiveness of process approach in teaching writing to various levels of students as well as various types of texts also conclude that most students showed great responses to the implementation of process approach in teaching writing.

5.2 Recommendations

On the basis of the findings of the present study, some recommendations are proposed both for further studies and for teaching practices. There are some activities in prewriting stage which stimulated the students' critical thinking and autonomous learning. "Learner autonomy is recognized as desirable educational goal in second language contexts" (Yeung, 2016). The signs of autonomy is reflected in the learning activities during the implementation of the program, such as exploration and observation of the model which became the initial activities during the program implementation of process approach. The findings from field notes confirm this. However, the present study has its limitation. The issues of critical thinking and autonomous learning are not discussed in this study. Thus, it is recommended that other researchers conduct similar studies with additional variables, such as critical thinking and/or autonomous learning. In addition, regarding the valuable contributions from each activity in all of stages in process approach, it is suggested that further studies be conducted in a longer period of time. This suggestion may lead the upcoming related studies to a more comprehensive conclusion.

For ELT teaching practice, process approach is highly recommended for the teaching of writing especially teaching narrative texts. As writing is a complex skill, the students need time and support through their writing process. Process approach, as an approach in teaching writing, could facilitate their needs. In short, using process approach in teaching narrative texts is effective as well as efficient to help the students improve their writing skills.