

## CHAPTER V

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This chapter is focused on three main terms: conclusions, limitations of the study, and recommendations. The conclusions are obtained from the research findings and discussions in the previous chapters. The limitations of the study are problem encountered during of doing this study and the recommendations are proposed for the English teachers, policy makers, and further research. All of them are elaborated underneath.

#### 5.1 Conclusions

This study has investigated the implementation of the GBA in teaching writing a narrative text in one state junior high school in Sungai Keruh District, Musi Banyuasin Regency, South Sumatera Province. To remind the two research questions as presented in Chapter One are restated in Table 5.1.

**Table 5.1**  
**Research Questions**

No	Research Questions
1.	In what ways does GBA help the students develop their skill in writing a narrative text?
2.	What are students' attitudes towards the implementation of GBA in teaching writing a narrative text?

Regarding the first research question asked about the ways of GBA help the students develop their ability in writing a narrative text, there are many activities as suggested by theorists of GBA done. Some of the activities such as exploring models of narrative texts, writing jointly, writing independently, peer feedback, and teacher feedback were appeared dominantly. Those activities will be reviewed briefly.

In exploring models of narrative texts, all the students took note on the purposes, schematic structure, and language features of a narrative text, vocabularies target, and expressions used in the text. In the activities of writing

jointly, the students wrote their texts collaboratively. These activities were done by both teacher-students and student-student. In the activities of doing and having peer feedback, there were a few students did peer feedback activities. Most of the students preferred consulting dictionary or their books to peer. In the activities of having teacher feedback, all the students can get teacher feedback. This was happened as teacher feedback was given not only in the stages of Joint Construction of Text but also in the stages of Independent Construction of Text. By doing so the teacher feedback could be given to all the students.

The findings of classroom observations are supported by data from students' written texts and interview. The students' written texts have shown students' progress towards the schematic structure and language features of a narrative text. The findings of students written texts have shown that the activities of GBA applied in the teaching and learning process had developed the students' writing ability. The result proposed from interview has shown that the students declared they have got a progression on their writing ability and appreciated the activities implemented in the process of teaching and learning in the classroom.

Regarding the second research question on the students' attitudes towards the implementation of GBA, this study employed interview and questionnaire. The findings are the students pleased with the activities done in teaching program. They pleased to search and take notes the vocabularies and expressions stated in the text models, and write their drafts both jointly and independently. They also liked their texts were edited from both peer and teacher as they got a better text. However a few of high achievers disagreed with feedback from peer as it could make them worried of being copied. Nevertheless, they liked to edit their friends' drafts. Generally, the results of interview and questionnaire provide that almost of all the students have shown positive attitude towards the implementation of GBA.

## **5.2 Limitations**

The followings are some limitations while conducting this study. They are: Firstly, this study is a qualitative study with selected sampling, thus the result cannot be generalized. Other researchers who are interested in the same field might get a difference result.

Secondly, in analyzing the students' texts, this study focused on the schematic structure and language features of a narrative text. Regarding the fact that each of the students' texts is different and unique, the texts analyzed which represented texts from certain students seemed to avoid the characters/unique/styles of others students' texts.

Thirdly, limited time pointed the depth of this study.

Fourthly, while doing the focus group interview, a few students looked displeasure in doing interview. At first, they worked collaboratively but when the topic questions were about their acts and says in the classroom, they became talk less. The researcher that acted as their teacher got a little bit of difficulty in handling the interview. Thus, the researcher cannot get more information.

### **5.3 Suggestions and Recommendations**

Some suggestions are also provided for the English teachers, policy makers who are interested in this field.

First, for the English teachers, as shown by the students' written texts, it is clear that GBA can help the eighth grade students develop their ability in writing narrative texts. It is better for the teachers to apply GBA. Moreover, the teachers should give more explanations and practices about the use of the story mapping, note or have a lot of expressions, ideas and kinds of conflicts or problems and examples how to solve it, how to end, and how to write or create the coda of their stories. In addition, teacher feedbacks are also very helpful to understand the students' mistakes in writing a narrative text, and to make the texts become better.

Second, in designing the teaching material, it is better if the teacher or with her team can create or design the materials. By doing this, she can put the local wisdom as the elements of character building.

Third, for the policy makers, in relation to the benefits of GBA, this approach can be recommended to apply in teaching and learning English besides others that have been used in the research site.

Fourth, since every research site has its own characteristics/uniqueness, it will be better if the process of designing the teaching and learning process includes the element of the local wisdom as the element of character building.

The following suggestions are for the further researchers. They are first, some possible subjects can be searched and should be discovered, such as how to encourage the students' motivation in preparing their English lesson, the effects of peer editing, etc. The researcher can use another text types, conduct in another research site, and in different grade that incorporated the GBA.

Second, creating the reading material should be based on local stories which have a lot of good moral values.

Third, having an assistant will be very helpful while the researcher does the focus group interview. The assistant can help to focus the camera, dig the information, gather or interpret the interviewees' body languages or expressions, and act as an ice breaker.

Fourth, concerning the implementation of 2013 Curriculum, it is hoped that there will be a relevant research that is linked with this curriculum, thus the credibility of the activities in the stages of GBA as suggested by theorists of GBA will be more valuable and beneficial.