

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

After conducting the research and analyzing the findings, in this chapter the researcher presents conclusion and suggestions. The research has an expectation that this study will be useful for the English teachers, future researchers and all readers who are interested in this study.

#### 5.1 Conclusions

This study mainly concerned in exploring the teacher's strategies in building students' knowledge when teaching narrative text focusing on writing skill. This study found that the teacher used two main strategies when teaching writing narrative text; they were translation and the point system. The teacher asked the students to translate the text because the teacher believed that if the students cannot understand the language, they cannot understand the topic being discussed.

In this study, the translation strategy was divided into two parts: translation in most of the class discussion and translation to build the students' vocabulary based on the text they have read. The translation strategy can be seen as the teacher's attempt in bridging the students to a new knowledge. The students also said that the translation strategy helped them in understanding the text and they need the teacher's assistance when translating it. However, it is expected from the students to not only know the dictionary meaning of the unfamiliar words but also know how to use them in an appropriate context in a sentence.

Aside from the translation strategy, the point system was implemented as the teacher's strategy in teaching. By giving the students points, the teacher wanted to motivate them in learning English. The students agreed that the point system was fun and motivated them in learning English and they were actively participating in the class. As for the punishment for the students who did not pay attention to the class, the teacher only used this strategy if there were some students who did not pay attention to the lesson. In this situation, the teacher approached their seat and gave them verbal warning. This strategy is quite effective but only for a short

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*TEACHER'S STRATEGIES IN BUILDING THE STUDENTS' KNOWLEDGE OF THE FIELD (BKOF) IN TEACHING WRITING NARRATIVE TEXT*

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time. The students' active participation is necessary when learning language because they need to be an independent learner.

However, based on the findings, it can be said that the teacher has failed to build the students' prior knowledge related to the topic they are learning. The teacher's strategies mentioned above did not help the students in building their prior knowledge. As the stage of BKOF aimed at building the students' knowledge related to the topic that students would learn, to make sure the students had enough background knowledge about particular topic being learned and to be able to write about the topic being discussed. It is crucial for the teacher to understand the importance of the process of building knowledge activation. An example of building students' vocabulary: when translating unfamiliar words in a text, the teacher should encourage the students to know how to use them in a proper context. As for the text chosen as the source in the teaching and learning process, the teacher should consider the cultural background of the students and the complexity of the text. It is suggested for the teacher to use different sources, not only using the students' handbook as a variety in her teaching. The complexity of the text should increase little by little to challenge the students in understanding different levels of text.

## **5.2 Recommendations**

Based on the findings of this study, there are some recommendations for the English teachers and further researches. In relation with learning process, the English teachers should try varieties of teaching strategies, aside from translation and the reward and punishment strategies, since they can help students understanding the topic being discussed and building their prior knowledge. The teachers can use video, picture book, cued listening, constructing concept maps etc. to stimulate the students prior knowledge before they learn how to write narrative text. It would be better if the teacher has some kind of peer discussion to help them designing the teaching and learning activities. Not all the teachers are able to implement the stage of the building knowledge correctly. For future

teachers, a peer discussion might be able to help the future pre-service and in-service teachers who are struggling with designing the teaching and learning activities.

For further researchers, the result of this study is hopefully useful as a reference to enrich the knowledge of teacher strategies in building students' knowledge of the field. Considering the research limitation of time, this study only focused on the writing skill and the classroom observation was conducted twice. For future researchers, it would be better to have more time to observe the teachers and the students and have an in-depth interview with them. In addition, since the research has not completely developed proper instruments, it is recommended for further research to see their theoretical framework so that, they can carefully develop instruments suitable for their research.