

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study investigates about the implementation of the GBA in teaching writing Narrative text to junior high school students in one of public schools in Bandung. Three research questions were employed in this research covering the way teacher implemented GBA in teaching writing Narrative text, students' improvement in writing narrative text, and students' response toward GBA.

With regard to the first research problem, during the teaching program, students could improve their ability in writing narrative text. The students have applied the appropriate schematic structure, social function, and language features of Narrative text. According to schematic structure of the text, all of the students wrote the text with control of schematic structures starting from orientation, complication, evaluation, and resolution. All of the text made by students also has an implicit moral value in their text. The moral value stated in coda (Anderson and Anderson, 2003). However, coda is an optional structure in Narrative text. Moreover, the students' text has achieved their purpose which is to entertain the reader by presenting some events in the story. Based on the language features of the text, students could use appropriate language features of Narrative text such as, specific participants, the use of material processes, mental processes, relational processes, temporal conjunction, and past tense. It can be seen from the text that they made in independent construction.

In responding to the second research question, generally students give positive responses to this approach. Students like to be taught explicitly since it improves students' ability in enriching vocabulary, understanding grammar, and expressing their ideas in constructing the text. In addition, explicit teaching could help students

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write more creatively since it can “liberate students from their own fears of writing by giving them security and offering them models, which were felt valuable” (Kay and Dudley-Evans, 1998, 311)

5.2. Suggestion

According to the research finding and conclusion above, some suggestions are proposed.

First, the implementation of GBA in teaching writing is applicable and appropriate for students in junior high school. It is very useful and helpful for students in constructing a text. It is recommended to use GBA in teaching English especially in teaching writing.

Second, considering the weakness of students in vocabulary, grammar, and developing idea, the curriculum of writing should be constructed scaffolding. It starts from the easiest lesson to the hardest lesson. Moreover, guidance and feedback from teacher should be given in the process of writing to minimize students' problem in higher level of writing.

Furthermore, there are some possible recommendations for further research. First, the researcher can choose another genre to study incorporated by GBA. Second, students' grammar problem in constructing a text should be taken into account in further study. In addition, problem which occurs when grouping the students to some group should be investigated in further research.