CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V is the final chapter of the paper presenting the conclusions that are drawn from the findings and discussions in the previous chapter and from the research questions proposed in Chapter I. This chapter also provides the suggestion related to the use of process-genre based approach to writing for EFL students.

5.1 Conclusions

This single case study research has investigated and explored the implementation of process-genre based approach to teaching writing Report text in one state senior high school in Bandung. This research is aimed at finding out to what extent process-genre based approach contributes to students' ability in writing Report text, and finding out students' responses towards process-genre based approach to their writing ability.

The data from this study has drawn several conclusions in relation to the research questions proposed in Chapter I in this study. The conclusions can be elaborated as in the following.

First, at the end of the research, it gave the researcher an experience in conducting process-genre based approach in the classroom. A better understanding was gained through administering the principles of teaching steps in process-genre based approach that the approach is still relevant to the English curriculum because students are still required to write different text types. Then, since every student is a unique individual with their own distinct abilities, it is needed to check individual's accomplishments to help them prepare better for the writing activity in joint construction and independent construction stages.

Furthermore, as mentioned by Badger and White (2000), the underlying frameworks of genre-based and process-based approaches are complementary rather than contradictory to teach students writing any different text types. Besides, process-genre based approach is used not only to improve students' writing ability in general, proven by the classroom observation and interview, students' skills in listening and reading comprehension were also facilitated as suggested by Emilia (2012). Teaching language through texts and teaching writing and reading as an entire text as suggested in the 2006 curriculum for senior high school students and the use of process-genre based approach as the media of learning process make students comprehensively understand the texts as a whole, including the schematic structure and linguistic features of the genre in general. Process-genre based approach can help students learn English language specifically on the writing skill.

Besides, from the classroom observation during the implementation of the approach interview, students' writing ability of Report text was enhanced and developed in majority, except for the low-achieving student. Significant problems in terms of schematic structure and linguistic features were not found in middle- and high-achieving students because they developed their writing ability of Report text through process-genre based approach resulting from the teaching steps and recurring act of writing process. While for the low-achieving students, as concluded in Chapter IV, they need more attention to the individual's development.

Data from interview demonstrated that students got beneficial experience during the research because unlike the usual learning process they were accustomed to getting, students gained the understanding of Report text genre and direct practice of writing in the classroom as it was their first real act of having the drafts read, revised, edited, and rewritten. Getting better knowledge towards certain genre was so new to students that they wanted it to be richer in the next learning process.

The learning sources that were used and activities that happened in the classroom during the research facilitated the students to learn English because the sources and the activities gave them new learning atmosphere that stimulated their understanding of the materials in Report text. The scaffolding that is echoed by Christie (2005), Hyland (2007), Lee et al. (2009) in process-genre based approach generally supports students' needs to learn writing, although a few students still need more exposures in certain learning stages such as the explicit teaching in the modelling stage and group work issues in joint construction stage as revealed in the observation and interview. Related to Report text, the students now could distinguish between Report text and Descriptive text that are somewhat similar to each other in terms of the social purpose. In addition, their linguistic performance of Report text was in general increased and developed.

The students' needs that are facilitated through process-genre based approach show that the approach is not rigid since it adopts the principles of genre-based approach that the teaching stages in process-genre based approach can be started anywhere depending upon the needs and characteristics of students in the classroom. If students have sufficiently comprehended the texts and the social purposes of the genre in terms of the schematic structure and linguistic features, then, joint construction stage can be skipped as found in the learning process. In relation to the genre knowledge of Report text through process-genre based approach, the findings from treatment stage and interview show that students improved their knowledge of a text, in this study is Report text, because that was the first time they learned how to identify and analyze a text type to achieve the social purpose from the schematic structure and linguistic features of Report text. It can be the main modal for students to start using their new knowledge when learning other text types.

Generally, students felt the development of some grammatical features. Concerning the bilingual teaching method, this study supports previous research about the phenomenon because all students understood and responded fast to the materials if the teacher used both languages in delivering certain inputs. While for

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the process of writing, the majority of students were assisted to the recurring activities to their writing products when doing peer feedback and conference. They could know what to improve from the feedback, especially from one-on-one feedback from the teacher.

Although the study found satisfactory results from the implementation of process-genre based approach to teaching writing Report text, several aspects have to be considered by the teachers who want to implement process-genre based approach in the big classroom as found in the study. The big classes make teachers hard to correct all students' writing products, although peer feedback occurs. In addition to big classes, other big issues that might impede the implementation of the approach are the varied topics, materials, and skills that teachers have to pursue in one academic year. The varied topics, materials, and skills to pursue are so complex that may not lead teachers to implement process-genre based approach comprehensively and detailed. Therefore, teachers' comprehensive knowledge and understanding towards the concept of process-genre based approach as well as the topics and materials are truly required as the determiner of the successful learning in the classroom.

5.2 Suggestions

Related to the study of contribution of process-genre based approach to teaching writing in the classroom and students' responses towards the approach, several suggestions are given to the future research and studies related to the topic:

1. Due to time constraints of the present study, it is suggested that for the next research, the use of process-genre based approach to teaching writing can be conducted in a longer period and meetings to develop more thorough planning and identification of students' needs. Furthermore, it is expected that the upcoming research can address the problems found in the present study, specifically on low-achieving students. In addition, the next research might focus on several text types, not only on one text type as in the present study.

2. In terms of data analysis of students' writing products, the next research is expected to do comprehensive analysis of every student's writing products to give holistic description of each individual in the classroom.

3. Since every student is a unique individual, therefore, in the future the research can give more time to the modelling stage for students who need more than one time of explicit teaching.

4. As stated by Joyce and Feez (2006), teachers who want to implement process-genre based approach need to pay attention to the modelling stage to decide how many times of reinforcement or teaching for particular language features and its practice for the students in order for them to be more successful in writing the text types. Finally, the future researchers are expected to use the approach to teaching other English language skills to see what aspects can be improved from students and teacher as well as the different basic principles of the other skills.