CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion based on the data presentation and the discussion of the findings from the previous chapter and offers suggestions for the teacher to consider some possible effort to develop students' writing ability, and also for other researcher to conduct further study concerning the topic.

5.1 Conclusion

This study is concerned on how students' ability in writing narrative texts in terms of schematic structure and linguistic features.It was conducted in one public junior high schools in Bandung. In order to find the answer of the research question, a qualitative case study was used.

The findings of this study indicated that all students' level has already known the schematic structure of a narrativetext that includes orientation, complication, and resolution (Derewianka, 2004). Furthermore, in terms of the narrative's language features, different student'slevels of achievement have different ability in applying the features inthestory. For instance, the low achiever student has lack of knowledge almost in all language features of narratives that seen from the number of language features appeared in the story. Although, there was a progress in his second writing compared to the first writing, still hedid not show any further progression in his third text. He still founddifficulties especially in making good sentences to deliver the story. It can be inferred that this student

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needs guidance from the teacher and practice in writinga narrative text since writing is a long process (Harmer, 2004).

Moreover, a similar problemalso happened to the middle achiever. She has successfully improved her writing ability in her second text, seen from the schematic structure and thenumber of language features exists. However, she was notsuccessful in managing her writing ability progressconsistency that caused no further improvement found in her third writing. She made some mistakes in the use of the verb form which is (mainly) past tense. In some way, middle achiever also faced some difficulties in delivering the story although she was much better than the low achiever.

Different from low and middle achievers, the student from high achiever has a proper knowledge towrite a narrative text. She has a very good understanding in the schematic structure and the language features of narratives. She successfully improved her writing ability in her second narrative text by showing her ability in the use of *to infinitive*and the dialogue existence that needs deeper understanding on the use present and past tense. Furthermore, she was also abletomaintain her writing progress in her third narrative text. In spite of her ability, sometimes, she also faced a difficulty in delivering the meaning of the story into appropriate sentence, even though it did not affect the meaning.

Overall, this study confirms findings from the previous research that the students from all levels of achievement still need a lot of guidance from the teacher. Especially,thestudents from low and middle achieversthat need a lot of

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guidance in terms of building knowledge of narrative text and practicing in writing narrative construction. On the contrary, for thehigh achiever student,the teacher only needs to remind the student to read gain the text to avoidminor mistakes.

5.2 Suggestions

Regarding the present study, there are some suggestions for the teacher to improve students' writing ability in writing narrative texts.

1. The teacher should provide explicit teaching of grammar. It is because the quality of the text could be interfered by grammatical understanding.

2. Specific approaches and techniques in teaching writing are highly recommended to be appliedby teacher to improve students' writing ability.

3. Teacher should give more writing guidance to the lower and middle achievers.