

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V is the final chapter elaborating conclusions derived from the findings and discussions in Chapter IV. This chapter also provides suggestions for future research related to the use of Process-Genre based approach.

5.1 Conclusions

This present study was concerned with the use of Process-Genre based approach in teaching writing Discussion text to senior high school students in Majalengka, West Java. This study was aimed at investigating how Process-Genre based approach contributes to students' ability in writing Discussion text and finding out students' responses towards the implementation of Process-Genre based approach.

From several data collections, the researcher drew several conclusions related to the research questions proposed in Chapter I. The conclusions are elaborated in the following.

From classroom observation data, the researcher found that the implementation of Process-Genre based approach gave contributions to students' writing ability. This finding was supported by students' written text that showed significant differences between before and after they were taught writing Discussion text using the Process-Genre based approach. Students' ability to write a Discussion text was improved and increased from draft to draft. They have performed the appropriate schematic structure and linguistic features of Discussion text. In terms of the schematic structure, all of them wrote Discussion text in different paragraphs including *Issue*, *Argument For*, *Argument Against*, and *Conclusion or Recommendation* (Emilia, 2011; Husein & Pulungan, 2017; Rahim & Shiang, 2017). In relation to the linguistic features, the students could apply appropriate linguistic features of Discussion text, for instance using generic human and non-human participants, present tenses, passive sentences, connectives, modals, and various types of processes: Material, Mental, Verbal, Relational, Behavioural, and Existential processes (Knapp & Watkins, 2005; Emilia, 2014). It was concluded that all students coming from different groups have shown their

ability in writing Discussion text after they were exposed to the teaching program using Process-Genre based approach. However, some students, especially Group 1 students, still needed more exposure in certain learning stages as stated in Chapter IV. Therefore, scaffolding, bilingual teaching, and explicit teaching were crucial to be performed in writing activity, especially in the Modeling and Reinforcing stage to understand the schematic structure and linguistic features of Discussion text so that they could perform better while writing in the Joint Constructing and independent Constructing stages.

Data from the interview indicated that the students expressed positive responses towards the implementation of Process-Genre based approach as their ability in writing Discussion text improved. They said that they were able to distinguish the elements of schematic structure and linguistic features used in Discussion text. Moreover, they claimed that they never experienced writing processes in depth like what they did in the classroom. They also enjoyed the class because they can expand their knowledge about grammar, content or idea, spelling, and punctuation. As a result, all students gave opinions that this approach should be conducted in schools and needed to be used to teach other text types because this approach facilitated them to understand the materials more on how to write a correct Discussion text.

5.2 Suggestions

In relation to the findings of the study, there are several suggestions given for future research related to the topic:

1. The implementation of Process-Genre based approach can be conducted in a longer period to meet students' needs and help them, especially Group 1 students, understand the topic.
2. The Modeling and Reinforcing should be conducted in three or more meetings to assist Group 1 students in understanding the schematic structure and linguistic features of text.
3. More exercises in the Planning stage should be given and discussed to find out students' achievements after getting exposed to the Modeling and Reinforcing stage.

4. As stated by the participant, giving materials before the class is necessary for the students to read and comprehend what will be taught by the teacher.
5. For future research, investigating other text types written by English teachers using SFL framework can be conducted. Expanding other stands of meanings, interpersonal and textual metafunctions, is also suggested to gain holistic information about the individual.
6. Future researchers can use the Process-Genre based approach to teach other English language skills in order to investigate other aspects which may occur.