CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Derived from the result of data analysis, research findings and discussion presented in previous chapters, some conclusions and recommendations are formulated. It is expected that observing the two variables of the present study: students competence in writing narrative texts in *Bahasa Indonesia* and their competence in writing narrative texts in English at the selected setting gives useful contributions to the language teachers and others who concern with language education, especially, the area of teaching writing.

5.1 Conclusions

The present study examines (1) the correlation between students' competence in writing narrative texts in *Bahasa Indonesia* and their competence in writing narrative texts in English, and (2) the correlation of aspects of a narrative text in the two languages relate to its textual features.

Through this study, it has been found that there is a significant systematic correlation between students' competence in writing narrative texts in *Bahasa Indonesia* and their competence in writing narrative texts in English. The coefficient of correlation is 0.68 correlation coefficient value. It indicates a moderate correlation or substantial relationship between the two variables.

The study also presents an outlook to the two students' narrative texts. The study describes that most students have good performance in writing narrative

texts using *Bahasa Indonesia* as their native language. On the other hand, only a few students show good performance in writing narrative texts in English. Some of them still wrote English narrative texts below expectation.

The study also has found that some aspects of the narrative texts positively and significantly correlate in the two narrative texts. They are purpose, stages, field, tenor, mode, lexis, spelling, punctuation, and presentation. On the other hand, some aspects show positive but not significant correlation in the two narrative texts. They are phases, conjunction, reference, appraisal, and grammar.

Some similarities and differences were also found in line with each aspect of narrative texts. Students almost demonstrate clear performance in most aspects in narrative texts written in *Bahasa Indonesia.* The fact was also found in their texts written in English although it is not as clear as what was found in narrative texts written in *Bahasa Indonesia*. Besides, there were only few students performed the mentioned aspects. Some of the narrative texts were even unreadable and ungrammatical so that they were difficult to analyze.

In line with the above findings, it is reasonable that the language accuracy, however, gives a great influence on performing such a readable text. By the reason, language teaching and learning activities must be constantly not ignore language accuracy during their process to make students habitually perform good writing attitude. Moreover, language accuracy is not as simple as it is expected. It needs longer and longer practices and habitual action in writing activity.

Furthermore, quantitative and qualitative study could be harmoniously engaged in language studies. Related to the data analysis, for instance, the

quantitative computational should be also deserved for linguistic features analysis. How it is meaningful will be proven by certain textual or linguistic features on the texts' when it is combined.

5.2 Recommendations

Based on the above findings, the following recommendations as the outcome of the study are put forward. Those are expected to be useful for the coming researchers, teachers of *Bahasa Indonesia* and English, curriculum designers, and for whom that may be concerned with language educations and particularly, teaching writing skills.

This study is aimed to correlate students' competence in writing narrative texts in *Bahasa Indonesia,* and their competence in writing texts in English. It also includes the correlation of each aspect involved in the texts: purpose, stages, field, tenor, mode, phases, lexis, conjunction, appraisal, reference, spelling, punctuation, presentation, and grammar. Following the correlation analysis, the study discusses the similarity and difference among those textual features in the two different language texts. The variety of aspects in both correlations and discussions makes this study seems to be general and it does not concern with specific focus. By the reason, it is recommended for the further research to specify the study with only one of the variety aspects so that the study is hopefully more meaningful and interesting. Moreover, since this study involves only narrative texts, it is recommended for the further research to involve more texts types and involve other varieties of languages.

Then, teachers and students of MTsN Pagedangan Tangerang should be familiar in advance with the concept of writing assessment proposed by David Rose (2008). The proposed concept is recommended as the relevant assessment criteria for evaluating narrative texts and story writing. Unfortunately, not many teachers know this concept entirely.

The next recommendation is that, the two language teachers – teachers who teach *Bahasa Indonesia* and English – should intensively have certain coordination and discussion to analyze their students' writing competence. If it is possible to carry out a collaborative teaching sometimes, it will be more useful to improve students' writing competence in both languages.

Finally, in designing syllabus, teaching preparation, and teaching materials, language teachers and curriculum designer should consider and pay more attention on writing materials in both languages. It is hoped that the two materials in two languages are supported each other to improve students competence in writing.