

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

5.1 Introductory Remarks

This chapter presents the conclusion drawn on the basic results of the present study in connection with the research problems. The present study also offers some recommendations, especially for further research.

5.2 Conclusions

The conclusions consist of some points relating to the research questions, findings, and discussions presented in the previous chapter. The problems of the present study include the kinds of activity that take place in teaching Narrative Texts through journal; the students' opinions about writing Narrative Texts through journal; the obstacles that the students encountered in writing Narrative Texts through journal; and the benefits that the students obtained from writing Narrative Texts through journal. In this case, the conclusions are drawn in direct relation to the research questions.

Firstly, regarding the kinds of activity that take place in the process of teaching Narrative Texts through journal, it is found that there were three general kinds of activity; they are journal writing (building knowledge of the field, starting out and keeping going), Narrative Texts instruction (building knowledge of the field, modeling, and independence construction), and grammar instruction.

It is likely that some students frequently procrastinated to write, and even a few of them seemed to be indifferent. In addition, most students seemed to get

difficult to be consistent with journal writing, and even some of them got difficult reflecting their personal experience into Narrative Texts.

Generally, journal writing was applied as teaching technique to increase students' writing habits. Furthermore, Narrative Texts instruction was applied in the class based on Genre-Based as teaching approach to reach the maximal results of teaching Narrative Texts and to help students develop their insights and skills about text types. In this case, grammar instructions were applied to increase students' understanding about the Linguistic Structure of Narrative Texts, because as can be seen from students' written texts, it is likely that the Linguistic Features of Narrative Texts might be their major problem among others. In short, a Genre-Based Approach, a Practiced-Based Approach and a Structure-Based Approach might be better combined in teaching and learning Narrative Texts; and supported by the specific technique like journal writing.

Secondly, with reference to the students' opinions about writing Narrative Texts through journal, it was found that all respondents had their own positive and negative opinions. The positive opinions include the importance of exchanging story and life experience to readers; writing Narrative Texts through journal is enjoyable activity; journal is a factual and effective writing technique; composing the comfortable and sorrowful stories might be more interesting and joyful; and willing to write Narrative Texts through journal. Meanwhile, the negative opinions include writing Recount Texts might be easier for them than writing Narrative Texts; having difficulty in writing Narrative Texts via reflection on personal experiences; and procrastination to write because of personal hectic

activity. It seems that the positive responses might dominantly represent the students' opinions about writing Narrative Texts through journal.

Thirdly, with respect to the obstacles encountered by the students during writing Narrative Texts through journal, they consist of the procedural problems, academic problems and non-academic problems. In this study, based on the questionnaire and interview analyses, procedural problems (getting started) and non-academic problems (less writing habit of Narrative Texts–technical problem and lack of self confidence–psychological problem) were likely to be the major problems shared by the respondents.

Fourthly, concerning with the benefits of writing Narrative Texts through journal, the present study finds a lot of benefits, they are writing skills development, thinking ability improvement, writing habits improvement, vocabulary development, freedom of expression, self-reflection and self-assessment, fostering observation and description resulting in expanded the awareness of self and world, and the last is defining problems and reducing confusion. It is likely that journal writing is appropriately recommended in teaching Narrative Texts because the students might obtain a lot of benefits.

Finally, the students wrote a variety of Narrative Texts, such as Romance, Fantasy, and Real–Life Fiction. It shows that they had their own uniqueness as different individuals and these can be developed more through their intensity for writing Narrative Texts in journal. With reference to the Schematic Structures, most students' texts might reach the communication goals. Meanwhile, some students' texts had not completely fulfilled the requirements of Linguistic

Features and they failed to reach their functional goal because there were some linguistic errors made by the students. It is likely that the students' major problem in writing Narrative Texts is related to the Linguistic Features.

Based on the conclusions above, the researcher might say that although students experienced some problems to write Narrative Texts through journal, generally, they were success to develop their writing skills, and even it is balanced by the positive points that they got other positive benefits. This can be seen from their texts, for example, at first they could only write Recount Texts but later they could write Narrative Texts. In this case, it can be specifically inferred that schematically most of students' writings might reach the communication goals although linguistically they made some linguistic errors. This means that they reached a significance results form writing Narrative Texts through journal. In short, they writing skills might develop.

5.3 Suggestions

Actually, in this study a Genre-Based was used as teaching approach and journal was the technique. It means this approach and technique are combined to study. Therefore, from the conclusions above, there are some suggestions that might be recommended to other researchers, schools, teachers, students, and other stakeholders who have responsibility with this study.

Firstly, since the students' journals were weekly collected during this research, it is expected for further research to collect students' journals two times in a week, if it enables to do, they can be daily collected. Furthermore, journals

enable the students to write any kinds of texts, it is suggested to let them write the texts that they feel comfortable with their own interest and speed.

Secondly, it is suggested to this International Secondary School to incorporate a Genre-Based Approach into the curriculum to be implemented in classroom. Since the significance results might be obtained from this approach. Furthermore, based on the data from observation, interview, questionnaire, and the students' written texts, the teacher is suggested to combine a Genre-Based Approach, a Practice-Based Approach and a Structures-Based Approach, because teaching merely on grammar would not help the students improve their writing skills.

Thirdly, it is suggested to EFL writing teacher to use journal as one of teaching technique for teaching EFL writing in classroom because there might be a lot of benefits would be obtained if journal writing is intensively implemented by the teachers to their students.

Finally, it is hoped that the findings of this present study would assist students to know more about text types, to write more in journal, and to assist the teachers to implement both a Genre-Based Approach and journal writing activity in classroom.

5.4 Concluding Remarks

This chapter has described several conclusions and suggestions to do with teaching Narrative Texts writing through journal and its intricacies. The next parts of this thesis enclose bibliography and some appendices.