CHAPTER 5

CONCLUSION AND SUGGESTION

In the previous chapter, the discussion of the data has been elaborated. In this section, the conclusion of the research will be drawn. In the next section, suggestions are offered from the results of the research.

5.1 The Conclusion

The aim of this study is to answer the research questions in relation to the use of process-genre approach to teaching writing at vocational school. The statements of problem question whether or not the process-genre approach is effective in teaching writing at Indonesian vocational school and what students' responses towards the use of process-genre approach in teaching writing are.

In answering the research questions, the researcher utilized pretest and posttest, text analysis, and questionnaire. The first question is answered through the pretest and posttest results as well as text analysis. Meanwhile, the second research question is answered through students' responses in the questionnaire.

The use of process-genre approach to teaching writing at Indonesian vocational school, in some ways, is successful. The mean of pretests for the control group is 62.90, while the experimental group is 59.62. It shows that both groups suffer lack of understanding towards the text that they are going

to write. In the posttest, the mean of both groups were increasing. The mean for the control group is 67.40, while the mean for the experimental group is 69.93. Thus, the result of statistical test for the posttest shows that the posttest results are statistically different between the control group and the experimental group.

The text analysis also shows the improvements of students' writing in the posttest, especially in terms of register of the text, discourse, grammar, and graphic features of the text. The modelling stage scaffolds students in understanding the characteristics of the texts, including the register of the text, grammatical features of the text, and the purposes of the text (Badger & White, 2000; Kim & Kim, 2005). Meanwhile, the stages of process-based approach also enable students to revise their drafts with the help of feedbacks, either from teacher or their peers (Badger & White, 2000). In short, this analysis supports the arguments proposed by Badger and White (2000) and Kim and Kim (2005).

Meanwhile, students' responses towards the use of process genre-approach show mostly positive responses. Most of them are able to be helped by teacher's feedbacks as well as peer feedbacks. These feedbacks are able to motivate students learn better (Kim & Kim, 2005). Students also admit that most of them are able to understand the function as well as the forms of the texts well.

In conclusion, process-genre approach, to some extent, can improve vocational students' writing ability. The stages offered by process-genre

approach are supposed to scaffold students in developing their writing ability (Kim & Kim, 2005). Meanwhile, students' responses apparently show that most of them are helped in developing their drafts with the help of teacher feedbacks as well as peer feedbacks.

5.2 **Suggestions**

Based on the research findings, discussion, and the conclusions of the research results, there is an urge to elaborate some suggestions in regards to the use of process-genre approach to teaching writing at Indonesian vocational school. Hence, the researcher offers several suggestions based on several factors encountered during the research, including the use of process-genre approach as the alternative approach to teaching writing, the use of feedbacks to help students understand more than what they can do alone, and also the urgency for continuous improvements to process-genre approach to teaching writing.

The use of process-genre approach to teaching writing at Indonesian vocational school is statistically effective to some extent. The use of this approach offers improvements to students' writing as well as their motivation to learning writing. Therefore, it can be concluded that the use of this approach can be used as an alternative approach, in some ways, to the development of students' writing ability.

The research also shows that students are more motivated by the use of feedbacks in practice. The feedbacks can be given by either teacher or

peer or both. This may boost students' positive attitude towards the teaching of writing, where they often find boring and difficult.

In practice, teaching and learning process of writing requires fair amount of time and practice. Furthermore, writing requires fair amount of time to complete it. The process itself is recursive. It is not guaranteed to have it completed in a one-shot activity. Therefore, it is advisable that teachers implement and improve this approach continuously in the classroom to get better results.

This study may lack much information about process-genre approach. Hence, the next studies of process-genre approach are recommended to be carried out as it will cope and further investigate the usefulness of process-genre approach to teaching writing much deeper and better with longer period of time to find out the better results in improving students' writing ability.