

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, the conclusion of the present study and suggestions both for further researches and practitioners. The conclusions of the research conducted based on the research questions as raised and explained in the third chapter. Second, the suggestions addressed to the researchers who are interested in doing further research on narrative writing, especially the techniques of teaching narrative writing, and for those who are interested in the application of the findings in teaching narrative writing.

5.1 Conclusions

1. In line with the major problems in Chapter III, to clarify the problems that investigated based on the description mentioned in the background, some research questions can be formulated as follows. The main problem of the research would be whether developing writing skill through narrative writing improves students' writing skills in writing the text of narrative. What are the teaching and learning activities in writing a narrative text? What are the students' opinions and expectations on writing narrative text?
2. To introduce the teaching and learning activities, a teacher can make the class to jointly construct an essay on the white board. The teacher can start with the first sentence, and then let the students develop the sentence step by step, for example, to create an orientation paragraph for the narrative genre they are writing. When this is done several times, the students made aware that once they have a bit of information,

they can add more bits of information, and they can never stop writing. In short, teachers can actually help build the micro competence in writing a paragraph. In this way, teachers help the students' self confidence and independence in writing narrative text with different purposes.

3. To develop students' competence in writing genres, there are at least three key issues teachers need to address. The first issue is communicative purpose. Every time a student starts to write, s/he needs to be clear about why s/he writes. For example, s/he writes in order to entertain, to tell past events, to describe something and so on. Once the communicative purpose is determined, a student needs to deal with the second issue, that is, how to achieve the purpose. To have good knowledge of how successful writers achieve the same or similar communicative purpose, a student needs to have some ideas about some elements that characterize a particular genre and how those elements are organized. The third issue is identifying what sentence patterns, tenses, and other features that are often used in a particular genre. Armed with this knowledge, a teacher can plan activities such as group discussions, reading model passages, discussing sentence patterns including the tenses, all of which are geared around writing a genre.
4. If, for example, a student wants to write a narrative text, s/he needs to understand that the communicative purpose of a narrative genre is to entertain the readers. In order to entertain the readers, a narrative genre needs to have at least three elements: ***orientation, complication, and resolution***. Linguistically, a narrative is often told in the past tense.

- 4 One of the most challenging tasks English teachers face nowadays is making their students write different genres as required by the new competence-based curriculum (CBC). To carry out this task, teachers need to have clear ideas regarding what micro and macro skills students need to develop so that they can develop essays of different types. This means that writing activities are no longer geared around what to write (topics), but how to write (skills of writing). This is by no means saying that topics are not important; they are still important, but they are used as a means of acquiring the writing skills. Topics are always needed, but high school students do not need to address topics that are not very relevant to their immediate needs. With limited time allotment, teachers need to focus on the key issue, that is, teach and show students how to write.
6. It is important to note that at SMP (Junior High School) level students are not expected to write in written style of English. For example, if they can write a narrative text, that would be acceptable as long as they can produce simple grammatical sentences, well organized text or create a unified whole. Students are also expected to learn how to produce essays using written style of English. To achieve this goal, it is important that teachers know what micro skills are involved in writing English texts using written English style. However, many teachers think that writing is complicated and they do not know where to start. A sensible way to start would be examining the differences between spoken and written language.
7. The models of genre approaches is the Teaching Cycle or Wheel model. There are some variations of this teaching cycle model. Despite the variations, this wheel model

consists of three main stages that include modeling, joint construction and independent construction.

8. At the first stage, modeling refers to a stage where the genre in question is presented and analysed by the teacher with the students in various activities. Modeling is an important aspect of the genre approach. At this stage the social purpose, text structure and language features of genre are investigated. The modeling stage focused on two main aspects, building the students' background knowledge about the topic and introducing the students to a model of genre to be learned.
9. The students were introduced to model text (s) of a genre the students were supposed to learn. Through this way the students learned the concept of genre and the significant features of the genre. Reading the model text, the students investigated the social purpose, the schematic structure and language features of the genre. In the teaching cycle of the genre-based approach, this stage comes before the joint construction. Teachers, however, may also come back to modeling at any stage if it is necessary as the stages of a teaching cycle were not necessarily fix in sequence.
10. The techniques apply by an English teacher in teaching narrative writing, I can infer that the respondent teacher made efforts to facilitate and help the students' learning. The teachers told the students to find the sources of data from various information and the teachers themselves also tried to become one of the data sources. As a facilitator, the teacher tried to make learning easier for students, help them clear away roadblocks, to find shortcuts and to negotiate rough terrain. Besides as facilitators, those teachers also played a role as a tutor. It can be seen that teaching writing through the text of narrative, the respondent teachers mostly played a role as tutor

who works with students individually or in small-groups, guide those students on their works and they also make learning easier for students such as helping students face stumbling blocks, find shortcuts and negotiate rough terrain (Harmer, 2002: 57-63). In tutoring, those respondent teachers also provide feedbacks on the students' writing narrative text.

11. Writing Narrative text is not a linear but a recursive process. It rarely proceeds neatly from one phase to the next. Rather, the phases frequently overlap, making the process often appear messy. The students, for example, revise what they have written as soon as the word or the sentence appears on the page, they sometimes make outline after they have finished their first or second drafts of the narrative text or they free write all the time. Each student participates in the writing narrative process in a different way, at a different pace, and with a different result.

12. All students grapple with many of the same basic problems, they are unable to focus, unable to express and develop ideas, unable to write the text, and so forth. They have experienced it at one time or another, the dreaded writer's block. It is that terrible menacing mental block that prevents them from writing. The most common problems in this study are procedural, physical, and psychological problems. Whereas magnitude and unrealistic attitude shared by particular students, in addition, time management and interruption tended to be individual. Fortunately, they can cope with their problems by using helpful strategies for them.

5.2 Suggestions

1. Teachers must consider ways of engaging student writers by providing relevant topics or let the students select their own topic, clear goals and strategies to make writing

task manageable. Successful writing instruction requires an awareness of the importance of cognitive and motivational factors, which means teachers should provide relevant topics, encourage cooperation with peers in planning and writing tasks, and incorporate group research activities of various kinds. A workshop environment which provides peer support and opportunities for students to talk about their writing-in-progress with teachers, attentive readers through writing conferences is regarded as crucial to writing development.

2. Knowing more about the writing process will not guarantee that students will become a better writer. They must after all, practice writing in order to improve. Still, they greatly increase their chances of success if they follow steps that good writers agree are important parts of the process. However, the most important thing is that the students should become independent learners as they have learned phases in writing instruction as a process. The instruction becomes individualized as students focus on their own interests, perceptions, and background experiences.
3. More recently, teachers of composition have come to believe that students should learn more about the process of writing, and that courses should teach them how to compose papers successfully, rather than merely how to recognize good writing. The teacher's role should shift from whole class instructor to a facilitator and promoter of writing. In addition, teachers need to do more than simply take students through a process of producing a piece of writing. They also need to give their full attention to them, to show them how to plan a piece of writing through prewriting activities, how to draft and revise, and how to read their writing.

4. Students have problems related to procedure—what to write and how to write it. The former related to content that should they write, whereas the latter related to procedures or ways that are applied in the process of narrative writing stages. Understanding the writing problems is important for teachers in order to help students cope with their problems. In relation to the problems mentioned above, it is assumed that teachers should provide opportunities for students to improve their writing skills. They need to give students more of everything—more time; more opportunity to talk, listen, read, and write; more instruction and practice in the skills students will use most frequently in academic writing.
5. One of the popular models of genre approaches is the Curriculum Cycle or Wheel model. There are some variations of this curriculum cycle model (e.g Callaghan and Rothery 1989; Hammond 1990; and Callaghan, Knapp, and Noble 1993). Despite the variations, this wheel model consists of three main stages that include modeling, joint construction and independent construction.
6. At the first stage, modeling, refers to a stage where the genre in question is presented and analysed by the teacher with the students in various activities. Modeling is an important aspect of the genre approach. At this stage the social purpose, text structure and language features of genre are investigated (Callaghan, Knapp, and Noble, 1993). The modelling stage focused on two main aspects, building the students' background knowledge about the topic and introducing the students to a model of genre to be learned (Feez and Joyce, 1998; Hammond, 1990; Paltridge 2001).
7. The students are introduced to model text (s) of a genre the students are supposed to learn. Through this way the students learn the concept of genre and the significant

features of the genre. Reading the model text, the students investigate the social purpose, the schematic structure and language features of the genre (Callaghan et al, in Cope and Kalantzis, 1993; Christie, 1992; Gibbons, 2002; Martin, 1999). In the curriculum cycle of the genre-based approach, this stage comes before the joint construction. According to Hammond in Paltridge (2001), teachers, however, may also come back to modelling at any stage if it is necessary as the stages of a curriculum cycle are not necessarily fix in sequence.

8. Regarding writing as a process, English teachers and the participants, particularly those involved in this research should apply many strategies which are more appeal and meaningful to enhance the students' competence in writing a narrative text. Based on the data of this research, the researcher believes that Genre-Based Approach (GBA) is still possible to be adopted in teaching English for junior high schools, particularly in teaching writing, such as by implementing the teaching cycles: the Building of the Field, the Deconstruction, the Joint and the Independent construction of the text. Although are they not the only most effective ways to choose, but at least those teaching cycles can lead to systematic steps. In addition, the more systematic the teaching and learning processes are done, the researcher believes the more satisfactory the results from them will be gained.
9. Finally, The researcher invites all English teachers, academic practices, researchers, and all educational sympathizers to conduct similar research to enhance the quality of the findings in this research. For the readers' positive responses, critiques to this research, the researcher attends a warmly thank.