

CHAPTER 5

CONCLUSION AND DISCUSSION

This research aims to invent the lesson plans of English writing on genre-based approach for grade 6 students. This chapter presents the results of data analysis under the following topics: 1) summary of the findings, which reviews the purposes, the procedures of this study, and the results; 2) discussions; 3) pedagogical implications; and 4) suggestions for future research.

5.1 Summary of the Findings

This research aimed : 1) to find out the efficiency of the lesson plans of English writing on genre-based approach for grade 6 students based on the criterion set at 75/75; 2) to compare the writing ability of grade 6 students before and after learning through genre-based approach of English writing; 3) to compare the students' self-efficacy toward writing before and after learning through genre-based approach. The research hypotheses were: 1) the students' writing ability post-test mean score is higher than pre-test mean score; 2) the students' self-efficacy toward writing after learning through genre-based approach is higher than before learning through genre-based approach.

The samples of this study were 26 students from one class of grade 6 students who took fundamental English (E 16101) course during the second semester of academic year 2013 at Thatumsanitratwitthayakhom School, Thatum District, Surin Province under the Primary Educational Service Area Office 2. The samples were selected by using simple random sampling technique with classroom as a

sampling unit by drawing a slot. The research instruments were lesson plans, achievement test, and self-efficacy questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test. The independent variable of this study was the genre-based approach. The dependent variables were the efficiency of the lesson plan, writing ability, and self-efficacy.

The topics were narrative writing and procedural writing. The lesson plans were conducted by the researcher as follows: 1) narrative: myself; 2) narrative: my family; 3) procedural: how to make an omelet; 4) procedural: how to make orange juice. This study was conducted in the second semester of academic year 2013 for 20 periods described as follows: 1) 16 periods for learning through two types of genre, four topics, 60 minutes for each period; 2) 2 periods for orientation, doing pre-test, and doing questionnaire about self-efficacy toward writing before learning through genre-based approach; and 3) 2 periods for doing post-test, and do questionnaire about self-efficacy toward writing after learning through genre-based approach. The findings of this study were as follows:

1. The efficiency of lesson plans of English writing on genre-based approach was 87.65/76.80 which was higher than the criterion set at 75/75.
2. The students' writing ability post-test mean score was higher than the pre-test mean score with statistically significant difference at .01 level.
3. The students' self-efficacy toward writing after learning through genre-based approach was higher than before learning through genre-based approach in overall with statistically significant difference at .01 level.

5.2 Discussion of the Findings

The researcher discusses the results of using genre-based approach to improve writing ability of grade 6 students as follows:

5.2.1 Efficiency of Lesson Plans of English writing on Genre-based Approach

The findings showed that the efficiency of lesson plans on genre-based approach was 87.65/76.80, which was higher than the criterion set at 75/75.

In addition, the results illustrated that the first efficiency of the process (E1) was higher than the second efficiency of the outcomes (E2). That means the students got exercise scores more than post-test scores. This is because before doing the exercises the teacher let the students read models, analyze vocabulary and structures used in each model, and teach them new words and new structures which make them understand using vocabulary and structure in each topic more clearly. Moreover, the exercises are quite easy because the students have learned some vocabulary and some topics already so most of them can do the exercises easily. Additionally, the efficiency of the outcomes was lower than the efficiency of the process since the post-test had more difficulty than the exercises.

The findings of the study could be considered that the researcher studied and analyzed the causes and problems while learning and teaching writing from observation and students' writing. Then, the researcher reviewed the related literature such as the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), writing, genre-based approach, lesson plans, self-efficacy, etc. In addition, the lesson plans were given comments and examined by advisors about content validity quality. After that, the researcher improved lesson plans based on their suggestions.

Moreover, the lesson plans were evaluated by the experts about content validity quality. Again, the researcher improved lesson plans following to their suggestions. Also, the lesson plans were tried out three steps to find out the efficiency before using with the samples. Finally, the researcher improved the lesson plans based on the students' comments. Moreover, lesson plans comprised of many components such as various models, activities, pre-test, and post-test. Also, the researcher conducted the lesson plans following steps of teaching genre-based approach proposed by Hammond's (1990) teaching learning cycle adapted from Callaghan and Rothery (1988) as follows: 1) modeling, 2) joint negotiation of text, and 3) independent construction of text. These factors caused the great lesson plans.

5.2.2 Comparison of the Students' Writing Ability between Post-test and Pre-test Mean Scores

The result revealed that the students' writing ability post- test mean score was higher than the pre-test mean score with statistically significant difference at .01 level. This is because the researcher reviewed the related literature such as the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), writing, genre-based approach, and a syllabus for primary level of English subject and contents of writing for grade 6 students before constructing the test. Then, the tests were edited and revised by the thesis advisors. After that, the researcher improved the test based on their suggestions. Moreover, the test was examined and evaluated by the experts to find out the validity. Again, the researcher improved the test following to their suggestions. In addition, the researcher followed the steps of learning English writing through genre-based approach proposed by Hammond's (1990) teaching learning cycle adapted from Callaghan and Rothery (1988) as follows: 1) modeling,

2) joint negotiation of text, and 3) independent construction of text. According to the teaching learning cycle, the researcher let students to read each model, analyze the vocabulary or structure used in each topic, learn new words and new structures, do exercises, write following to the model given, and finally write their own text independently, respectively. Moreover, the lesson plans were tried out and found the efficiency before used with samples. Therefore, students who learned English writing through genre-based approach had higher writing ability.

The result confirmed the hypothesis in chapter 1 and is in accordance with the past research works, namely Changpung (2010) who developed English writing skill by using genre-based approach, and the results showed that not only the mean scores of the post- test was higher than the pre –test but it was also found that the students writing achievement scores from the post -test in each group were higher than the pre-test significantly ($p < 0.05$). Additionally, Istianah (2011) mentioned that the students' writing achievement score from the post -test was higher than the pre-test. Besides, Arunrat (2011) claimed that the students' learning achievement posttest more scores than pre-test scores at the level of .05 significance.

5.2.3 Comparison of the Students' Self-efficacy toward Writing before and after Learning through Genre-based Approach

The result illustrated that students' self-efficacy toward writing was higher than before learning through genre-based approach in overall with statistically significant difference at .01 level. This could be explained that learning English writing through genre-based approach made the students had more self-efficacy toward writing. Clearly, after the treatment, it is noticeable that the highest to lowest of students' self-efficacy were: 1) I finish writing within the time given, 2) I write

a clear, focused text that stay on topic, 3) I use punctuation correctly ,4) I plan before starting to write , 5) I use details to support the ideas, 6) I use sentence structure correctly, 7) I use grammar correctly, 8) I spell the words correctly, 9) I use proper and correct words for a particular text, respectively.

In addition, the students need editing writing from another person less than before the treatment. These could be concluded that the students had more self-efficacy toward writing because at last they were able to write themselves within the time given and do not need other people to check their writing. Also, the opinion from the open-ended questions revealed that most students stated that genre-based approach made them know how to start writing in difference topics, be more confident, and be better in writing. However, they claimed that the weak points of genre-based approach were the students did not have to think because they just imitated and changed some information following to model given. Finally, they wanted to learn English writing through genre-based approach in other contents or topics.

The findings of the study could be considered the researcher reviewed the related literature on self-efficacy. Then, the researcher adopted and modified writing self-efficacy questionnaire from Pajares, Hartley, and Valiante (2001) into a list and proposed the statements to the thesis advisors to examine and give some suggestions for the correctness and appropriation. After that, the researcher improved the questionnaire based on their suggestions. Moreover, the questionnaire were examined and evaluated by the experts about correctness and appropriation. Again, the researcher improved the questionnaire following to their suggestions. Also, the

questionnaire was tried out with grade 6 students who were not the samples to find out the reliability before using with the samples.

5.3 Pedagogical Implications

As a result of the finding from the study, the researcher made useful pedagogical implications as follows:

5.3.1 Genre-based approach supports writing ability of students. Accordingly, administrators, teachers, and related person in learning management should apply the lesson plans of English writing for grade 6 students to develop writing ability of students in other contents, or classes.

5.3.2 Teaching English writing, teacher should investigate the students' self-efficacy toward writing first before starting teaching English writing in order to know their problems of writing.

5.3.3 Following to students' self-efficacy, it showed that students had problems about using proper and correct words for a particular text, spelling words and using correctly grammar, respectively. Therefore, teachers should focus on these problems first before starting teaching English writing.

5.3.4 Persons concerned with learning management should hold workshops in conducting educational innovation and supervise to solve writing problems.

Furthermore, they should support teachers to use genre-based approach to develop students' writing in order to make students achieve in learning writing.

5.4 Suggestions for Future Research

Some suggestions for future research are raised as following:

5.4.1 The future research should compare writing ability and self-efficacy toward writing between learning through genre-based approach and other writing techniques.

5.4.2 The future research should employ genre-based approach with other classes in primary schools.

5.4.3 The future research should compare students' learning retention between learning through genre-based approach and other writing techniques.

In conclusion, the findings will be as a guideline for teachers and students to develop and improve their writing skills by using genre-based approach in the EFL setting.