

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study. It also spells out some recommendations for further study regarding the teaching of spoken genre. These conclusions of the study are built up based on the data analysis which is discussed in previous chapter. Some recommendations are proposed here in order to give information as well as guidance to conduct further research concerning the same field or issue.

5.1. Conclusions

This study is about developing students' spoken language ability through genre-based teaching in recount genre. Referring to the discussion in Chapter Four, the major conclusion of the study is that the students spoken language ability actually improves from the pretest to the test in Cycle One and Posttest in Cycle Two. However, the increase is not really significant in the first test in Cycle One, but obviously it was found that students' spoken language ability were better in Posttest in Cycle Two. It was inevitably caused by the evaluation and feedback done in Cycle One to fix the weaknesses done in its cycle. Hence in Cycle Two, the teaching learning processes were better.

Data obtained from different data collection techniques indicate that the students' speaking ability develop from cycle to cycle with the teaching of genre based approach. It also indicated that the students have interest towards the genre-based

teaching in speaking class. The findings of this study show that genre-based approach can help develop students' speaking ability. The stages in genre-based approach can help the students to gain information step by step and then formulate the information and idea in written and spoken texts. It was proved by the students' speaking scores improved from one test to other ones.

Beside that, the students also gave positive responses towards the implementation of this approach in the class. They had interest to do activities and discuss in groups and also to perform individually in independent construction of text. It was also important to let the students get involved in the various activities that were relevant with the teaching of recount text.

5.2. Recommendations

In line with the topic under discussion which is about developing students' spoken language ability through genre-based approach in recount genre, the following recommendations which have to do with the teaching of speaking development are worth trying especially in the site.

First, with regard to the speaking skill, it has been mentioned that students' speaking ability is still relatively low and underdeveloped. In this case, the students' speaking skills have not achieved. In response to this, teacher should teach students explicitly regarding the genre, e.g., the generic structure, purpose of the genre, linguistic features, etc, as suggested by Hyland (1999). Besides,

students should also be given more guidance and constructive feedback from the teacher. Finally, it is also recommended that the teaching of speaking should be integrated with other macro skills e.g., reading, listening and writing. By this way, students can be introduced with various texts and aspect of language that enable them to use language for different purposes and contexts especially in their writing.

Second, in order to help students to promote their speaking skill ability, it is recommended that a certain program should be conducted in the site. Based on the students' responses towards the use of genre-based approach in teaching speaking, it is suggested that teacher while following the steps in genre-based approach such as; *building knowledge of field, modeling or deconstructing, joint construction and independent construction*, it will also be helpful if teacher involves the students in certain activities to construct certain context. Hence the students can be helped to understand the context constructed in certain genre in speaking class. As what had been done in this study especially in cycle two, the students were involved to understand certain context by asking, answering and drilling certain questions in groups. And then they retell what they had been discussed and done with their friends.