

## CHAPTER V

### CONCLUSION, LIMITATION, AND RECOMMENDATION

This chapter encompasses the conclusion, implications, and recommendations arising from the findings of the study. Commencing with a restatement of the objectives and research questions, it subsequently offers a succinct overview of the findings of the study. Additionally, the chapter delves into an exploration of the limitations of the study and culminates in the provision of suggestions for future research endeavors.

#### 5.1 Aims of the Study and Research Questions

The study is concerned with the investigation of Junior English teacher's ability in designing a lesson plan based on Genre-based pedagogy. The research aims to discover teacher's ability in designing lesson plan based on Genre-based approach and to seek their opinions in the implementation of Genre-based in their classroom. Therefore, the study was carried out in order to answer the following research questions: (1) how is the teachers' ability in creating a lesson plan under the Genre-based pedagogy; and (2) what are the teachers' opinions on the implementation of Genre-based Approach in the classroom?

#### 5.2 Conclusion of the Study

In spite of certain limitations, the study's conclusion highlights a consistent practice among all teachers in the research site: the preparation of written lesson plans prior to conducting their classes. However, a critical observation emerges — these written lesson plans do not align with the stipulations outlined in the Regulation of the Ministry of National Education of the Republic of Indonesia Number 41 Year 2012.

Turning to the elements encompassed within these lesson plans, it becomes evident that only a subset of the components specified in the aforementioned regulation finds inclusion. This pattern signals that not all teachers possess a comprehensive understanding of, or recognition for, the requisite elements of a lesson plan as per the stated regulation. Consequently, this finding underscores the need for guidance in enhancing teachers' awareness and recognition of the

elements essential to crafting effective lesson plans. This guidance is particularly crucial in the context of Genre-based pedagogy.

Further, in relation to the Genre-based pedagogy seven principles, most teachers have successfully applied most of the principles of Genre-based pedagogy in their lesson plan. However, most of them are still in need of assistance in terms of understanding some principles, including the first principle of Genre-based pedagogy on the role of the teacher to develop students' awareness that every text is a unique for everyone, the second principle on the view of language learning is considered as a social activity, the fifth principle on the importance of teaching grammar in the level of text and not in isolation, providing students with knowledge how language functions leading them to a broader empowerment for them, the sixth principle on the belief that all students can learn and achieve better result if teachers pay attention to individual difference and if teachers are continuously learning, and the seventh principle on the use of bilingual instruction in the classroom to help students understand the topic explained.

In contrast, the teachers also mentioned about the positive aspect by using GBA in their classroom. The positive aspect such as the teacher apply the principles of GBA that no one left behind while learning, the teacher need to gain the sense of meaningfulness to the students to gain and raised their willingness to write and classroom engagement, the teacher have to equip the learning process in GBA with the latest technologies such as Canva to make the students more enjoy the learning process, and the teacher divided the students achiever consist of three categories such as students with a high achiever, middle achiever and low achiever easily track the progress of the students. The students with high achiever could immediately be given the final touch to make their achievements even better, for the middle students the teacher can be directly given a different approach related to technical and fundamental issues and furthermore, students with low achievement can use a more personal approach related to problems faced by students emotionally and mentally and learning motivation.

Therefore, the result of the analysis in this study can be concluded that the teachers need to follow and join the writing workshops intensely in theme of

Genre based approach especially to guide more comprehensive understanding on the GBA stages, the teacher need to pay attention to the details about the lesson plan elements and its clarity, and also the teacher need to be more aware on the GBA principles while creating the lesson plan to complete the Genre based approach effectiveness in the classroom practices.

Regarding the teachers' opinion on the implementation of GBA pedagogy in the classroom, all teachers responds positively, stating that students are more engaged in the activities and are enjoying more in their learning process as the media involved are more current and up-to-date.

### **5.3 Limitations of the study**

This study reveals some limitations. Firstly, the requirement criteria of the participants cannot be met as targeted. To begin with, the participants targeted were those Junior English teachers with a master degree and teaching-supported trainings qualifications. However, due to limited time of recruitment and research setting, not all participants recruited fulfilled the requirements. Therefore, it is anticipated by dividing the participants into two categories, namely; Junior High EFL teachers with qualifications targeted and those with no qualifications targeted. It gives impact on the results of the research, especially on the explanation of the findings at it needs to view from two different categories of participants. Secondly, due to the limited number of participants involved in the study, people who are interested in the generalization could not meet their expectation in this context of study. However, it is already mentioned in chapter three that this study is not aimed for generalization, but to see in depth the phenomena occurred in their natural settings.

### **5.4 Recommendations for further research**

The study provides some recommendations for further research. Firstly, since the number of participants is limited, it is suggested that future researchers can carry out similar research involving more teachers with more diverse requirements, such as those teachers who are more experienced in the use of Genre-based pedagogy in their classrooms, those who are recently use the pedagogy in their classrooms,

and those pre-service teachers who may have little or no experience in the use of Genre-based pedagogy in the classroom. Secondly, since this study centers on Junior High school teachers as participants, in the future, it is recommended that researchers who are interested in similar topic can investigate teachers as participants in different settings such as in elementary and or in senior high schools.

The following suggestions should be taken into consideration because that are relevant to the topic that is currently being discussed, which is the EFL teacher's planning of genre-based approach in the lesson plan, and also the challenges and how does the EFL teachers experience while designing GBA lesson plan. As well as the findings that were detailed earlier, regarding the EFL teacher's planning of a genre-based approach in the lesson plan, it has been mentioned that the teacher was good enough in implementing the points of each stage of the genre-based approach, despite the fact that there are some of the indicators that do not include in the lesson plan, despite this, in this case, the teachers have been mentioned that the teacher faced some challenges and others stated the benefits from using GBA as a teaching method in the classroom.

As a result of this, it is recommended that other EFL teachers who require additional practice in the design of the lesson plan, particularly in employing the genre-based approach, could acquire this model of lesson plan as one of references as discussed in chapter 2 for further compilation in order to produce a lesson plan that is adequate enough. In conclusion, the participants in this research were EFL teacher, and the findings were determined by document analysis and interviews. Therefore, it is encouraged to other writers who are interested in this topic to perform the research by involving more teachers and real-time observations, especially more diverse English teacher which mean the teacher who has more experience about the genre-based approach method and involving pre-service teachers that has no or rarely has an experience across the level (elementary school, junior high school and senior high school), to be the participants. The real-time observation could address more specific and more accurate result. This will allow the results of implementing a genre-based lesson plan to be generalized to a greater extent and also more comprehensive result.