CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the research conclusion and several recommendations for future research based on the data analysis in Chapter IV. The conclusions present the findings on using GBA on students' reading comprehension. The implications present the impact of this research theoretically and practically. The recommendations provide insight for English teachers and future research to improve better understanding of reading.

5.1 Conclusions

This study investigates how genre-based approaches improve EFL students' reading comprehension. The answer to this question depends on how the students answer the questions regarding literal, inferential, and evaluative understanding. Therefore, the answers are varied.

The genre-based approach helps students in building knowledge about the topic. This can be seen through their participation in discussion activities about childhood, playing videos, and sharing stories on the BKOF stage as well as being confirmed through students' perceptions showing that they are interested in the topic, making them ready for the context of the reading, and creating a relationship between the reading and the reader's interest and background knowledge. Joint and independent construction stages also help some students to write the text systematically and appropriately with the context.

GBA also helps students to improve their reading comprehension, especially in literal, inferential, and evaluative understanding. It can be seen through students' test that focuses on identifying information, making inferences, and argumentation towards the context of the text. Based on the evaluation results, students' reading skills improved, especially in the literal, inferential, and evaluation aspects. The pre-test results for the six participants were in the unsatisfactory category (100%), but after the GBA intervention in cycle 1, three

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students increased in the sufficient category (50%), and three students increased in the good category (50%). Whereas in cycle 2, students' abilities in drawing inferences and arguments appeared to increase in post-test 2, accompanied by an increase in four participants to the very good category (67%) and two students to the good category (34%). Students can answer inferential and evaluative questions better through explanations and giving examples given at the deconstruction stage. In addition, students succeed in understanding the recount text. The results of observations and student tests showed that students could identify the generic structure of recount text and explain the function of recount text structures through class discussions and identify them by working on questions that show the structure of the text. Students could distinguish grammatical forms such as past tense, action verbs, adverbs of time, and conjunctions from linguistic features. Student observations and tests revealed that they could mention the linguistic characteristics of the past tense, action verbs, adverbs, and conjunctions and identify them with the states of the text. Therefore, the stages of deconstruction in GBA help students improve their reading comprehension.

Although GBA helps students develop their reading comprehension abilities, their vocabulary knowledge is still lacking. This can be seen from the answers of several students who answered using Indonesian and barely answered some of the questions. Further, the limited time for learning activities using GBA makes less maximal integration of GBA in reading with productive skills (in the present situation, writing). Thus, several activities are not got done. Moreover, there have been no significant impacts on students' interest in reading in regional schools due to a lack of more engaging materials and activities. It is possible for another researcher to solve the shortcomings of this research and improve it in the future, as explained in the next section.

5.2 Implications

Based on the findings of this study, there are several implications presented theoretically and practically.

Theoretically, this research adds new insights to the implementation of a genre-based approach in teaching English language to EFL students. According to the findings, GBA enhances students' understanding of English texts on three levels: literally, inferentially, and in terms of evaluation. Due to the fact that GBA stages are not rigid, they can be repeated in several meetings in order to help students understand the text thoroughly and deeply. Furthermore, literal, inferential, and evaluation questions also help students understand the text by relating it to their background knowledge. As well as helping students to comprehend texts more effectively, GBA also helps them become familiar with text structures and linguistic features in particular text genres.

Practically, English teachers can utilize GBA in English language classes by integrating reading or other receptive skills with productive skills. This will enable them to achieve better and more comprehensive student abilities. GBA can also facilitate the interactive teaching of various text genres in school settings to increase students' interest in reading.

5.3 Recommendations

This study has several recommendations to be considered for future research. The recommendation focuses on two parties, which are English teachers and future researchers who are interested in implementing a genre-based approach in the classroom.

For English teachers, there are several recommendations that can be taken into consideration for implementing GBA in schools. First, English teachers must consider students' basic abilities, such as vocabulary, to find out how much knowledge they have so they can be given assistance earlier in class by using flashcards or other tools. Second, English teachers can present learning materials or activities by involving students in using technology that is easily accessible and attracts their attention. Finally, the GBA learning process can take more than two or three meetings since deeper assessments are needed at each stage to maximize students' abilities.

Future researchers may explore ways to use genre-based approaches in schools by involving students in technology-enhanced learning focusing on the integration of students' language skills, such as reading, writing, speaking, and listening. Furthermore, future researchers may consider the effect of using technology in implementing GBA on students' reading interests.