

## CHAPTER V

### CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter serves as the culmination of the present research, providing a comprehensive synthesis of the findings, their implications, limitations, and recommendations for future action. Additionally, this chapter delves into the broader significance of the research outcomes, discussing their potential contributions to the field and shedding light on their practical implications. Moreover, this section highlights the limitations and areas for further exploration, paving the way for future researchers to build upon the current study's foundations.

#### **5.1. Conclusion**

This study reports how the integration of gamification into genre-based pedagogy support students' learning of descriptive text and what linguistic evidence characterizes students' descriptive text development as the result of their involvement in the integration of gamification into GBA. The findings and discussion presented in the present study can be summarized as follows.

The first research question is addressed through the utilization of two data sources which are observation and teacher's reflection notes. The findings of the study highlight a series of interconnected stages within the instructional process, where both the genre-based approach and gamification play crucial roles in fostering students' learning of descriptive text.

In the "Building Knowledge of the Field" stage, students acquired a foundational understanding of the genre's attributes, context, and purpose, forming a strong basis for subsequent activities. Progressing to the "Modeling of the Text" phase,

students delved deeper into the genre's conventions by dissecting exemplar texts to grasp structural and linguistic elements that underpin their own writing.

A significant synergy emerged between gamification and the genre-based approach in these initial stages. The infusion of gamified elements established an environment conducive to immersing students in genre exploration and text analysis. Points and leaderboards transformed learning into captivating quests, driving students to acquire and retain information. The competitive aspect of earning points and competing with peers further enhanced text analysis engagement. The integration of in-game feedback mechanisms fostered reflective learning, resembling the scaffolding approach inherent in the Genre-Based Approach. As students continued their learning journey, gamification sustained motivation, ensuring active involvement.

The "Joint Construction" stage harnessed the collective knowledge students had amassed. Through collaborative efforts, students actively participated in discussions, exchanged ideas, and collaborated on linguistic choices to construct the descriptive text. This phase showcased improved text quality, reflecting the benefits of the Genre-Based Approach's emphasis on structure and linguistic features. Gamification continued to play a pivotal role in this joint construction stage by enhancing collaboration and teamwork. Points and leaderboards introduced healthy competition, motivating students to actively contribute and collaborate. This aspect fortified peer interactions, reinforcing shared responsibility for text construction.

However, it is important to acknowledge that while most students embraced gamification, some displayed initial reluctance due to varying learning preferences. This underscores the importance of accommodating diverse learning styles, a crucial consideration in both approaches.

To address the second research question regarding the influence of the intervention program on students' development and proficiency in writing descriptive texts, a comprehensive analysis of students' pre- and post-intervention texts was

conducted. The results revealed significant growth in linguistic features from the pre- to post-intervention texts. Students demonstrated greater control over certain aspects of descriptive genres, particularly in the stages of describing and idea development, resulting in more elaborate and engaging post-intervention texts.

Despite the evident improvement in elaborating their ideas on describing a particular object, some students' texts still displayed challenges related to punctuation and grammatical structures, with subject-verb agreement being the most common issue. It is important to note that these grammatical errors could be attributed to the interference of the students' native language (L1) and a lack of vocabulary in the target language. These challenges, however, are not uncommon in second language acquisition and are areas that may require continued focus and targeted instruction.

Nevertheless, despite these challenges, a comparative analysis of the pre- and post-intervention writings clearly showed that students experienced considerable growth in their descriptive text writing skills which can be assumed that the intervention program effectively contributed to the development of students' linguistic competence in writing descriptive texts, as evidenced by the progress demonstrated in their post-intervention texts. Additionally, as the result of the present study, it is suggested that continued implementation and improvement of such interventions could lead to even more significant gains in students' writing abilities. Addressing specific language-related challenges, such as subject-verb agreement and grammatical structures, could be incorporated into future iterations of the intervention to further enhance its effectiveness.

## **5.2. Implications**

The present section aims to elaborate on the theoretical, practical, and professional implications arising from the results of the current research. These implications

highlight the broader significance and potential applications of the findings in various domains.

### **5.2.1. Theoretically**

The present study holds significant theoretical implications, as it contributes to the existing knowledge and understanding in the field of educational gamification and genre-based pedagogy. By investigating the effective integration of gamification principles into genre-based pedagogy, this research enriches the theoretical framework of both educational approaches. This study also sheds light on the synergies and potential benefits that arise from combining these two influential methodologies, offering valuable insights into how gamification can enhance the genre-based pedagogical approach. Moreover, by providing a comprehensive examination of this integration, the study lays the groundwork for future researchers to delve deeper into the realm of educational gamification, guiding their exploration and investigation in this area of study.

In addition to contributing to the theoretical understanding, the study's focus on examining the effects of integrating gamification into genre pedagogy, specifically in the context of teaching descriptive texts, holds important implications since by gaining deeper understanding of the connections between gamification and genre-based pedagogy, teachers and researchers alike can pave the way for the development of more effective and targeted instructional strategies, benefiting language teachers and learners alike. Furthermore, the findings of this study may inform the design of future educational gamification interventions, allowing teachers to tailor their approach to specific learning objectives and teaching contexts, ultimately enhancing the overall quality of language instruction.

### **5.2.2. Practically**

Aside from the theoretical implications, the present study also holds important practical implications that can benefit teachers, practitioners, policymakers, and other stakeholders in the field of language education. By exploring the effective integration of gamification elements into genre pedagogy, this research offers practical insights on how to enhance student engagement and motivation in the context of learning descriptive texts and might also be used for wider learning objectives. Additionally, teachers can draw from the study's findings to enrich their teaching methodologies and create more interactive and enjoyable lessons.

Furthermore, this research seeks to provide practical strategies and recommendations for teachers, guiding them in effectively incorporating gamification elements into genre-based pedagogy. By offering insights into instructional approaches and techniques, teachers can design gamified learning activities that resonate with their students and foster a conducive learning environment. The present study also emphasizes the importance of selecting appropriate game mechanics and incorporating feedback and assessment mechanisms, enabling teachers to optimize the learning experience and monitor students' progress effectively.

Additionally, the practical implications of this study extend to curriculum development and educational policymaking. Policymakers can use the research findings to inform decisions on integrating gamification principles into language teaching frameworks, promoting innovative and effective language education practices at a broader institutional level.

### **5.2.3. Professionally**

The present study also holds significant potential in shaping and influencing teaching practices, teacher training programs, and curriculum design within the field of language education. By shedding light on the benefits of integrating

gamification strategies into genre-based pedagogy, this research underscores the importance of teachers' awareness and understanding of innovative approaches in language instruction.

Firstly, the present study seeks to raise teachers' awareness about the potential impact of implementing gamification strategies in their genre-based pedagogy. By showcasing the positive outcomes observed from incorporating gamified elements, the research encourages teachers to consider and explore these strategies as viable options to enhance student engagement and motivation in language learning. This awareness-building can foster a culture of experimentation and creativity in the classroom, encouraging teachers to adopt more dynamic and interactive instructional practices.

Secondly, the study's findings have the potential to inspire teachers to adopt innovative approaches by integrating gamification elements into their genre-based pedagogy. Embracing such practices can lead to more engaging and effective language instruction, which, in turn, may result in improved student outcomes, particularly in terms of descriptive writing skills. By aligning professional practices with evidence-based recommendations from this research, teachers can create a positive impact on students' learning experiences, promoting a more rewarding and enjoyable learning environment.

Furthermore, the integration of gamification into genre pedagogy, as evidenced by this study, can contribute to students' academic success and long-term educational achievements. Engaged and motivated students are more likely to actively participate in their learning journey, leading to improved learning outcomes and a deeper understanding of the language. Such positive results can, in turn, influence teachers' practices, providing them with a sense of fulfillment and efficacy in their profession.

### 5.3. Limitations

The present research, while contributing valuable insights into the integration of gamification into the Genre-based Approach for supporting students' descriptive text development, is not without limitations.

The first limitation of the present research is related to the data collection method used in the study. The researchers relied primarily on three sources of data: observation notes, teacher's reflection notes, and students' works. While these data sources can provide valuable insights into the integration of gamification into the Genre-based Approach and its impact on students' descriptive text development, they may not offer a comprehensive and nuanced understanding of the phenomenon. Relying solely on observation notes and reflection notes from the teacher might introduce potential biases. Moreover, students' works, while indicative of their writing abilities, might not fully capture the complexity of the learning process or provide insights into individual experiences and challenges faced during the integration of gamification.

The second limitation of the research is its small-scale nature. Conducting the study on a limited scale might restrict the generalizability of the findings. The outcomes of this research might be influenced by specific contextual factors unique to the chosen setting or participants. As a result, caution should be exercised when attempting to extrapolate the results to broader populations or different educational settings.

The third limitation is that although the present research demonstrates promising outcomes attributed to the integration of gamification into the Genre Based Approach (GBA), it is crucial to recognize that the effectiveness of this integration could be influenced by the proficiency of the teacher delivering the educational content. Therefore, the success of gamification in enhancing learning experiences and outcomes might also be attributed to the teacher's pedagogical skills, familiarity with the

technology, and capacity to effectively manage gamified elements within the instructional framework.

#### **5.4. Recommendations**

Reflecting on the limitations mentioned and drawing insights from the present study, several recommendations are proposed for future research in the field of integrating gamification into language teaching approaches.

The first recommendation is that, to enhance the rigor and reliability of future studies, researchers should consider employing a diverse range of data collection methods. While the current research relied on observation notes, teacher's reflection notes, and students' works, future studies could benefit from using additional methods such as surveys, interviews, and standardized tests. Surveys can help gather quantitative data and collect perceptions from a larger sample of participants, providing valuable insights into students' attitudes and motivation towards the gamified learning approach. Interviews, on the other hand, can offer in-depth and qualitative information, allowing researchers to understand students' experiences and challenges in a more nuanced manner. Furthermore, incorporating standardized tests to assess students' language proficiency objectively would provide a clearer picture of the impact of gamification on their descriptive text development or any texts respectively. Employing multiple data collection methods would enable researchers to triangulate the results, validating and strengthening the overall findings.

The second recommendation is that, to enhance the external validity and generalizability of the findings, future research should consider conducting similar studies on a larger scale, involving diverse populations from various educational institutions or levels. By expanding the study's scope, researchers can better understand how the integration of gamification into the Genre-based Approach impacts students with different cultural backgrounds, learning styles, and language proficiency levels.



Conducting large-scale studies would also allow for more robust statistical analyses, providing stronger evidence for the effectiveness of gamified learning in improving students' descriptive text development. Additionally, exploring different educational contexts, levels, and institutions would provide valuable insights into the adaptability and scalability of gamification in language teaching, making the findings more applicable to a wider range of learning environments.

Additionally, as the current study focuses on descriptive text development, future research could explore the integration of gamification into grammar teaching. Grammar is a crucial aspect of language learning, and gamified approaches could potentially enhance students' engagement and retention of grammatical rules and structures. Investigating how gamification can be effectively utilized to teach grammar concepts would provide valuable pedagogical insights and contribute to the development of innovative and engaging language teaching methods.

In addition to exploring gamification's impact on students in the present study's educational level, future research could investigate its effectiveness for learners at different educational stages. This is because by examining how gamification influences language learning in primary, secondary, and higher education settings, a wider range of research in this topic would provide a comprehensive understanding of its benefits and challenges across different age groups and academic levels. This research direction could shed light on how to tailor gamified language teaching approaches to meet the specific needs and developmental characteristics of various student populations.

Furthermore, beyond descriptive text development, future research could focus on integrating gamification into teaching approaches for other language skills, such as speaking. Since oral communication is a vital aspect of language proficiency, and gamified activities could foster speaking practice, boost confidence, and create immersive language learning experiences, investigating how gamification can be effectively applied to develop speaking skills would open up new possibilities for

enhancing language education and provide a comprehensive understanding of gamification's potential in various language learning contexts.

And lastly, given the promising outcomes and potential benefits observed in the present study regarding the integration of gamification into the Genre-based Approach for supporting students' descriptive text development, it is highly recommended that future research explores the application of gamification in conjunction with other teaching approaches. This is because investigating the impact of gamification when combined with diverse language teaching methodologies, such as Task-Based Approach (TBA), Communicative Language Teaching (CLT), or Content and Language Integrated Learning (CLIL), could offer valuable insights into the effectiveness and versatility of gamified language learning experiences. These potential studies could delve into how gamification complements or enhances the strengths of different teaching approaches, fostering a deeper understanding of the most advantageous combinations for specific language learning objectives and student populations. Furthermore, exploring the integration of gamification in multilingual or immersive language learning contexts could shed light on its adaptability to various educational settings and linguistic environments. Such future research activities have the potential to enrich the pedagogical landscape by providing evidence-based strategies for teachers and language practitioners seeking innovative and engaging approaches to facilitate language acquisition and proficiency.