

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Chapter V is the concluding chapter, and it elaborates on the conclusions drawn from the previous chapter's findings and discussions. This chapter additionally provides suggestions for future research on the implementation of the Genre-Based Approach.

5.1 Conclusions

The current study concentrated on the use of the Genre-Based Approach to teach the Explanation text to senior high school students in Bandung, West Java. The purpose of this study was to figure out the impacts of Genre-Based Approach implementation on students' ability to write Explanation text and to investigate students' opinions regarding Genre-Based Approach implementation. The researcher derived numerous conclusions on the research question in Chapter I based on several data collections. The following are the details of the conclusions.

First, the researcher discovered through fieldnotes that the implementation of the Genre-Based Approach has an impact on students' writing skills. This finding was corroborated by students' written text, which revealed significant improvements before and after they had been taught to write Explanation text implementing the Genre-Based Approach. The ability of students to produce an Explanation text improved from draft to draft. The students demonstrated the proper schematic structure and language features of the Explanation text. All of the students wrote Explanation text in different paragraphs, including Phenomenon, Explanation, and Conclusion (Derewianka 2004; Emilia 2011; Martin and Rose, 2008). In terms of linguistic features, students could utilize generic non-human participants, present tenses, passive voices, connectives, and various types of processes such as Material, Mental, Relational, and Existential processes (Emilia, 2014; Knapp & Watkins, 2005). It was concluded that students from different categories demonstrated their capacity to write Explanation text after being exposed

to the instructional program employing a Genre-Based Approach. However, as noted in Chapter IV, some students, particularly Group A students, required additional exposure in some learning phases. Scaffolding, bilingual, and explicit teaching were therefore essential in the writing activity, particularly in the Modeling stages, in order for students to understand the schematic structure and linguistic features of Explanation text and perform better while writing in the Joint Construction and Independent Construction stages.

Second, data from the interviews revealed that students were fulfilled about the deployment of the Genre-Based Approach since their ability to write Explanation text had increased. The students said that they could identify between the levels of schematic organization and the linguistic features employed in Explanation text. Furthermore, the students revealed that they had never encountered writing processes in such depth as they did in class. The students also preferred the class since it allowed them to learn more about language, topic or idea, spelling, and punctuation. Furthermore, the students agreed that such an approach should be continued in schools and utilized for teaching different types of texts because it helped students learn the contents on how to create an Explanation text more successfully.

5.2 Suggestions

In relation to the findings of this study, there are several suggestions given for future research related to the topic:

1. The implementation of the Genre-Based Approach can be done over a longer period of time in order to meet the needs of the students and assist them grasp the issue.
2. The Modeling stage should be held in more meetings to help lower-achieving students in Group A understand the text's schematic structure and linguistic features.
3. More Modeling stage assignments should be offered and discussed to determine students' achievement after being exposed to the Learning stage.

4. According to the participants, the learning process should include a fuller slide presentation with content relating to the material provided.
5. Other types of written texts can be investigated by English teachers utilizing the SFL framework in future studies. Expanding additional meaning positions, interpersonal and textual metafunctions are also recommended to achieve a holistic understanding of the individual.
6. Future researchers can apply the Genre-Based Approach to teaching additional English language skills in order to study other possible outcomes.