CHAPTER V
CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This chapter marks the endpoint of this thesis, which will be divided into three sections: Section 5.1, Section 5.2, and Section 5.3. Section 5.1 provides a comprehensive overview of the conclusions of this study based on the data analysis that has been discussed in Chapter IV. Section 5.2 presents the limitations of this study. Section 5.3 offers valuable recommendations for further investigations that can be built upon this work.

5.1 Conclusions

This study was intended to address two research questions: (1) how is the teacher's understanding of genre-based pedagogy in the context of online teaching of Narrative writing? (2) what challenges are encountered by the teacher in implementing genre-based pedagogy in online teaching of Narrative writing? The findings for the research questions can be seen below.

Regarding the first research question, the findings show that the teacher possessed a good understanding of genre-based pedagogy to some extent, specifically in the aspects of the nature of the pedagogy, the concept of text, the principle of the pedagogy, the advantages of knowledge and use of the pedagogy, grammar teaching in the pedagogy, the teaching-learning cycle (TLC), and the role of the pedagogy in the curriculum. In terms of the nature of genre-based pedagogy, she understood that it emphasizes the use of text as the basis for teaching English. Furthermore, she was familiar with the concept of text that it is not limited to written modes alone. She also understood that text carries meaning, being embedded in a specific context and shaped by register, and encompasses various genres. In terms of the principle of genre-based pedagogy, she was aware of the importance of providing guidance on how to write. She also showed her understanding of the advantages of knowledge and use of genre-based pedagogy as its systematization helped her to manage her teaching, especially in teaching writing, which in turn increased her enjoyment in teaching and helped her students avoid significant

108

writing problems. Regarding grammar, she recognized that it should not be taught in isolation, but rather within the context of the genre being taught. In terms of the TLC, she recognized the functions of the building knowledge of the text, modelling, joint construction, and independent construction stages. She also demonstrated her awareness of the inclusion of genre-based pedagogy in the 2013 Curriculum and Merdeka Belajar Curriculum. However, in terms of assessment, the teacher's understanding needs further improvement because she tended to focused more on text structure.

Additionally, it is important to note that the teacher's understanding of those aspects was not entirely reflected in her practices of Narrative writing in online teaching, especially related to the implementation of the teaching-learning cycle. It is evident through several notable aspects, including the implementation of the modelling, joint construction, and independent construction stages within one session only, the absence of building knowledge of the field and drafting sessions, and the limited effectiveness of the summarization activities in the joint construction and independent construction stages.

Turning to the second research question, the findings show that there were a number of challenges encountered by the teacher when implementing genre-based pedagogy in online teaching of Narrative writing. The challenges arose from the teacher herself that include (1) limited digital literacy, where the teacher struggled in navigating online features and managing virtual classrooms, (2) limited ability in providing direct support for students due to the absence of physical presence and student lack of engagement, and (3) lack of practical application skills in genre-based pedagogy. Furthermore, the findings also show that teacher encountered challenges arose from the students due to their lack of engagement. The issues include students' slow responses, reluctance to speak, and lack of feedback and enthusiasm.

In conclusion, this study shows that despite the teacher's good understanding of genre-based pedagogy in certain aspects, it was not reflected entirely in her online teaching of Narrative writing, especially related to the teaching-learning cycle. This might be influenced by various challenges she

encountered during the implementations within the online teaching of Narrative writing.

5.2 Limitations of the Study

This study has some limitations. First is this study only involved one participant, which may not be generalizable to a larger population. More specifically, the perspectives and abilities of a single participant related to genre-based pedagogy, especially in the context of online teaching for Narrative writing teaching, may not be representative of other teachers. Another limitation of this study concerns the use of interview data, where potential biases related to the participant's inconsistent responses and the way the researcher interpreted the participant's responses might occur during the interviews, resulting in inaccurate data. To mitigate this limitation, the researcher shared the interview transcripts with the participant for her review, feedback, and validation of the accuracy and representation of her own responses.

5.3 Recommendations for Further Studies

There are several recommendations that can be considered for future studies. Since this study involved one participant, it is recommended to include a larger and more diverse groups of teachers to validate the findings of this study and gain a better understanding of how different teachers comprehend and implement genre-based pedagogy in online Narrative writing instruction.

It is also recommended to investigate teacher understanding and practice of genre-based pedagogy in online teaching of Narrative writing post-pandemic, given the context of this study during the COVID-19 pandemic. It can help determine whether the discrepancy between teacher understanding and practice is influenced by the pandemic situation to some extent or not. Furthermore, by investigating the post-pandemic context, researchers can gain a deeper understanding of the factors that affect how teachers implement genre-based pedagogy in online teaching.

Further study can also conduct comparative analysis between teachers who have experience in both offline and online teaching contexts to explore how the mode affects their understanding and implementation of genre-based pedagogy.

It also can be considered to explore teacher understanding and practice in online teaching of other genres, such as Argumentative, Expositions, Descriptive and so on in an online context. The findings can serve as valuable insights to improve writing instruction in online educational contexts.

Additionally, further study can explore about specific strategies and instructional materials that facilitate teachers' implementation of genre-based pedagogy when teaching Narrative writing in online environments. This can provide ideas for designing effective professional development programs to supports the teachers in adopting the pedagogy in such contexts.