

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses three sections namely conclusion, the limitations of study and recommendations for further research. The sections summarize up the information, the research findings, and arguments from the discussion of the previous chapters.

1.1. Conclusion

After discussing the findings from the data gained from the questionnaires, the classroom observations, and the interviews, the researcher derives the following conclusion.

Regarding the first research question concerning the English teachers' understanding of the genre-based approach including the curriculum cycle, the basic principles of the genre-based approach, text types, and systemic functional grammar, this study found that the English teachers in the regency need more improvement related to the genre-based approach. The findings can be seen completely on Appendix Two and Three for the data gained from the questionnaires, Appendix four for the data obtained from the classroom observations, and Appendix Five for the data derived from the interviews.

In short, the findings indicate the English teachers' responses for all categories are classified into the range between 25% up to 50% (see Sudjana, 2004). The range means that the English teachers understand the genre-based approach superficially. Besides, the English teachers claim that they have no enough courage to admit that they have good understanding of the approach.

Thus, they categorize themselves into the categories that have no understanding of the approach.

Related to the second research question concerning the application of the genre-based approach based on the English teachers' understanding of the approach, it was found that the English teachers seem to understand the genre-based approach but it still needs more improvement and guidance. It can be seen from some unfinished activities in certain stages of the genre-based approach. It means that the English teachers seem confused in applying the approach in particular the activities of each stage of the approach.

With respect to the last research question concerning the difficulty that the English teachers encountered in applying the genre-based approach, it was found that they came across some difficulties. The difficulties involved: the low students' ability in comprehending and composing texts because they had low capability in vocabulary and grammar; the implementation of the genre-based approach take a long time because the approach consists of stages applied in a cyclical pattern; and limited facilities, in particular for the school located in rural areas.

Referring to the finding above, it can be assumed that the English teachers need more enhancement and guidance related to the main issue. The findings of this study support the findings of Emilia's research in 2005 and 2008.

5.2. Limitations of the study

In conducting this study, there were some limitations of the study. The first one was limited time in collecting the data particularly the classroom observations. If

the classroom observation could be conducted in a longer time and in a broaden cycle, the data obtained would be more detail.

The second one, since this study involved two English teachers in the classroom observations and in the interviews, the researcher noticed that the data obtained were limited. If this study involved more participants particularly in the classroom observation and in the interviews, the data gained would be more exhaustive.

5.3 Recommendations for further research

Based on the findings and the limitations of the study, the researcher offers the following recommendations for further research related to the main issue.

The first, as discussed in the previous section, a research particularly in collecting data of classroom observations and interviews with sufficient time and broaden cycle might contribute on more significant findings regarding the primary issue. A further study related to the English teachers' understanding of genre-based approach in its application in teaching-learning activities in a longer time and more participants might present findings that are more significant on the primary issue.

The second, concerning the English teachers' understanding of genre-based approach in the regency, it will be better if they are willing to enlarge their knowledge related to the Curriculum cycle of genre-based approach, the basic principles of genre-based approach, the text types, and systemic functional grammar, by attending seminars or workshops. It intends to get understanding of

the approach in detail. By doing so, their capability in teaching and the students' ability in learning English can improve.

