

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the result of the study and some suggestions are attached for future similar studies.

5.1 Conclusions

This study is aimed to answer two major points: 1) What understanding the pre-service teachers have about Genre-Based Approach to teach writing, 2) How pre-service teachers implement Genre-Based Approach to teach writing. In relation to the first point, the data gained through questionnaire and interview showed that there was a deficiency of understanding about Genre-Based Approach concept. It was proven by so many incomplete and misleading explanations given by the pre-service teachers. This situation could be caused by the lack of effort made by pre-service teachers to search more information about the approach. The other cause could be the lack of support from the teacher colleague at school.

In relation to the second point, it could be reported that the implementation of Genre-Based Approach to teach writing was still problematic. Some mismatch between the correct concept according to genre theorists and its implementation occurred in every stage of this approach. The mismatch indeed happened between the correct concepts according to the genre theorists with its application. There was also contradiction between what pre-service teachers perceived with the way they executed it. Clearly, the mismatch happened because of the insufficient understanding had by the pre-service teachers. It might also

caused by the unseriousness of the pre-service teacher in making the lesson plan as their guide in teaching.

5.2 Suggestions

It cannot be neglected that this study had some limitations not only in terms of the study but also the result of the study. Although the nature of qualitative does not make number as an issue, the study can go deeper with more number of respondents. This study only involved two pre-service teachers. It is recommended that the next studies observe more than two pre-service so that the gained data can be more varied. The study can also be done with different level of students and different genre such as narrative or discussion. Presumably, the implementation is more variative.

The fact that the study revealed low understanding and poor implementation of Genre-Based Approach shows that an immediate action should be taken. It is suggested for the pre-service teachers to pursue a longer teaching training program and to attend school observation more. It is also considered urgent to give more workshop or seminar to those who are majoring English Education program. In consequence, they have early understanding about the approach and can prepare themselves in practical level as the teaching training program begins.