CHAPTER 5
CONCLUSION AND RECOMMENDATION

This chapter consists of three parts. The first part is about the conclusions of the study, the second part is about the limitation of research and the last part is about the suggestions for teachers who are concerned with teaching English, especially teaching writing.

4.3 Conclusion

The study explores the implementation of the GBA in teaching writing a multimodal recount text to the junior high school students who learn English in EFL context. Three research questions are formulated in this study, they are 1) Can multimodal texts, especially photographs, be implemented to teach writing using genre based approach?; 2) How can multimodal texts, especially photographs, help students to improve their writing ability using genre-based approach?; 3) What are the students' opinions toward teaching writing using multimodal texts, especially photographs, in developing their writing ability?

With regard to the first question, it is found that the teaching program can be successfully implemented. The teaching program is applied in four stages as suggested in the GBA theory. They are Building Knowledge of Field (BKOF), Modeling of the text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). There are about 29 students involve in the teaching program. From the data of observation in the classroom, it is showed that the students can follow the teaching program as well. The students look enthusiastic in joining the discussion and the activities in each stage.

The teaching program introduces the students to use photographs to write at greater length, with clear schematic structure and lexicogrammatical features to construct successfully organized texts. Regarding this, the students significantly show several improvements in writing recount text. The improvement achieves a good control of recount text. The students can construct the text with minor

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weaknesses in schematic structure. In deep analysis, the photographs help the students to have significant development to explore the ideas in writing recount text.

Regarding the second question, the analyses of the students' texts reveal that the students can improve their writing, as this can be seen from the variation in lexis. The analysis is based on mood and transitivity system in systemic functional grammar (SFG). The improvement is also identified from the use of past tense, specific participant and conjunction word in the text. The analyses of the students' text indicate that the students have a good control to retell their experience in using past tense, and first personal pronoun. Furthermore, the students also include conjunction word in their text in order to produce cohesive and united text. The analyses of theme system in students' text show that most of the students use reiteration and zig-zag patterns in constructing the text. It indicates that the students can develop relevant and cohesive information to construct the texts.

Toward the third research question, the data shows that the students have positive opinions on the teaching program. It is concluded from the questionnaires and interviews data collected from the students. The students clearly state that the photographs help them to express their ideas, and construct the texts chronologically. The students explain that it is easier for them to create a recount text using the photographs. They mention that even though recount text is used to retell their own experience, they sometimes forget the situation. Therefore, photographs really help them to develop the ideas.

Finally, in general the study shows that the teaching program using photographs to construct multimodal recount text could enhance students' performance in writing. This program may be applied in another EFL context to improve the teaching of English and enhance the students' ability in writing with some modification adapted to the condition of each context.

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4.4 Limitation of the study

There are some limitations of the study, and the major one is that the study involves the researcher in studying and evaluating her own teaching. There is therefore a potential loss of objective in every stage of the research, in terms of both data collection and analyses. In the use of interview data for example, where the researcher acted as the interviewer, there is a potential for the students to consider the relationship between teacher and students. Thus it can influence certain arguments given by students. Therefore, the researcher used four instruments to decrease bias.

The study was done to see the students' improvement in writing ability. Therefore, the analysis is not focused on the other skills even though listening, speaking, and reading skills are involved in the teaching program. For this reason, the significant improvement on students' ability cannot be generalized to other skills.

4.5 Recommendation

Based on the findings of the study, which may not be generalized to other settings, it is recommended that further researchers can analyze other aspects in English skills. The multimodal text and genre based approach in this study also bring other skills to teach but not being analyzed. It is expected that further researchers can investigate the effect of multimodal in teaching to another skills; listening, speaking, and reading.

Furthermore, this study is done in one cycle. To certain extent, the students' ability may not really improve significantly than before. For this reason further researchers are suggested to apply the teaching program more often to produce better improvement of students' ability.

Moreover, the photographs in the text are not analyzed deeply in terms of discourse and social semiotic in students' text. It is due to the reason that the study is proposed to focus on the teaching program. So, it is highly recommended that

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the further research will attempt to investigate deeply in the relation between image and text in students' writing.