

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 provide 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 writing Recount text to EFL junior high school students in Tanah Datar Regency, West Sumatera. The purpose of the study was to investigate the values of implementing the genre-based approach on students' ability to write Recount text and to investigate students' opinion regarding genre-based approach implementation.

The results show that the implementation of systemic functional linguistic and genre-based approach has an impact on students' writing skills. This finding can be seen from students' written texts, which show significant improvement after they had been taught to write a Recount text using the SFL genre-based approach. The ability of students to produce a Recount text improved from draft to draft. The students employed the proper schematic structure and language features of the Recount texts. All of the students wrote Recount text in different paragraphs, including Orientation, Series of Events, and Reorientation. This support presents research by Callaghan & Rothery (1988, p. 53); Derewianka (2023, p. 7); Anderson and Anderson (1997, p. 50). In terms of linguistic features, students could utilize participants, past tense, connectives, and various types of processes. These are also consistent with the results of previous studies by Gerot & Wignell (1995, p. 194); Derewianka (2009, p. 20); Eggins (2004, p. 249); Emilia (2011). It was concluded that students from different categories demonstrated their capacity to write a Recount text after being exposed to the instructional program employing a genre-based approach. However, data from observation also show that some students, particularly low achievers, required additional exposure to some learning processes. More scaffolding and explicit teaching were essential in the writing activity,

particularly in the Building Knowledge of the Field stages, for students to understand the grammar, increase their vocabulary, and perform better while writing in the Joint Construction and Independent Construction stages.

Second, data from interviews show that the activities at each stage of the genre-based approach benefited the students. Many students stated that the activities at the stages of the genre-based approach could help them improve their writing ability. The students said that the activity was fun and taught them to identify and apply an appropriate schematic structure and the linguistic features in their writing.

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 should 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 understand the grammar and the text.
3. More joint construction assignments should be offered and discussed to determine students' progress after being exposed to the learning stage.
4. Other types of written texts can be investigated by English teachers using 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.
5. Future researchers can apply the Genre-Based Approach to teaching additional English language skills in order to study other possible outcomes also another curriculum in the future.