

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

What can be taken from this research is shortly described in this chapter. It also contains the writer's recommendation for further research. This is the end of the paper.

5.1 Conclusions

This study aimed to investigate how Genre-Based Approach can help students to write an Exposition Text and to identify the students' ability in writing an Exposition text especially seen from the cohesion and coherence using the Theme System of Systemic Functional Linguistics.

Based on the data presented in the previous chapter, it can be concluded that the Genre-Based Approach (GBA) can help students write an Exposition text through the process of teaching-learning which includes: (i) Building Knowledge of Field (BKOF). Through this stage, GBA can help the students to know the topic well; (ii) Modeling and Deconstructing the Text (MDT). Through this stage, GBA can help the students to write a text with appropriate organizational structure and language features because they can get the knowledge of linguistic aspects especially language expressions that are related to the topic; (iii) Joint Construction of the Text (JCOT). Through this stage, GBA can help the students practice writing an Exposition text; and (iv) Independent Construction of the Text (ICOT). Through this stage, GBA can help the students to write independently on the focus texts and topics they have learned in the BKOF and MDT stages. However, the research also revealed that building knowledge of the topic should be done more comprehensively and make sure that each student has already explicit knowledge about the topic. This research was not done comprehensively, and the result was that the students could not write an Exposition text with rich information.

Regarding the Theme System, the data also showed that some students still need more guidance than others. Based on the text, high achievers students showed that they were already able to employ the thematic selection which also had an impact on the cohesion and coherence of the text. Meanwhile, some low achievers students

still

Widya Fitriani, 2024

*THE IMPLEMENTATION OF GENRE-BASED APPROACH TO TEACHING WRITING
EXPOSITION TEXT IN A SENIOR HIGH SCHOOL IN TASIKMALAYA*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

needed more guidance and attention from the teachers so that they could write with the same quality as high achievers students. This research usually applies when the GBA is applied effectively, this can minimize the gap between low, middle, and high groups because this approach also aims to equalize students' abilities at the end of the teaching-learning process.

From this research, there is one thing that should be mentioned that each stage of the teaching-learning process of GBA should be conducted comprehensively in line with the aim of the teaching-learning process of the stage. If the teacher knows or finds out that some students still have not acquired the required skills, the teaching-learning process should be repeated.

5.2 Recommendations

Related to the findings and discussions of this study, there are some recommendations concerning the implementation of Genre-Based Approach and the use of Theme System.

1. First, for teachers. This research is recommended to help teachers use the Genre-Based Approach in teaching text types to students. Teachers need to do the co-construction step to let students write the text. In addition, teachers are recommended to give more time to teach the writing part. In teaching writing, teachers should teach students how to organize ideas and write them down.
2. Second, for students. Students are recommended to focus when the teacher explains the material. Students can ask the teacher if they do not understand what the teacher says. In addition, students should be careful and continue to improve their ability to write analytical Exposition texts.
3. Third, for further researchers, after knowing how the implementation of Genre-Based Approach by teachers in teaching Exposition text, this study recommends that further research be conducted to find out the impact of GBA on students' language development and skills in other contexts, especially how to make all the students have relatively the same capacity in writing.