

CHAPTER V

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

This chapter serves as the final outcome of the ongoing research, providing a thorough integration of the results together with their significance, limitations, and suggestions for future endeavors. Additionally, it examines the wider importance of the research findings, deliberating on their prospective contributions to the field and practical implications. In addition, this part discusses the limitations of the study and highlights potential avenues for future investigation, laying the groundwork for subsequent researchers to build upon.

5.1. Conclusion

As mentioned in the previous chapter, this study addresses two research questions. The first research question is how the implementation of a genre-based approach can support EFL students in developing speaking skills in procedure texts. The data obtained from classroom observation equipped with the audio video and transcription explained in Chapter 4 indicates that the stages of GBA support EFL students in developing their speaking skills about traditional games. Besides, traditional game activities, both as discussion topics and physical activities, play a crucial role in facilitating students' speaking skills in procedure text. Utilizing traditional games as discussion topics and in simulations improved students' comprehension and retention of lexical items, motivating active participation, and collaboration and enhancing peer interactions.

The second research question addresses the identification of linguistic development evidence of students' speaking skills through GBA stages, using traditional games as the intervention program for students' proficiency in speaking procedure texts. As explained, the data from students' pre- and post-intervention texts

analysis indicated significant improvements in the Field, Tenor and Mode aspects. Students exhibited enhanced proficiency in speaking about procedure genres, particularly in giving instructions and providing detailed information, resulting in a more elaborate and engaging post-intervention speaking performance.

However, challenges in fluency and pronunciation persisted, including pauses, repetition, and pronunciation mistakes, attributed to lengthy text presentations. Nevertheless, the pronunciation challenge was identified for several vocabularies, indicating the rest could be pronounced correctly. Furthermore, pronunciation mistakes were common as long as they were understandable because of English as lingua franca (ELF), which shifts the focus to effective communication, reducing the importance of perfect pronunciation. Additionally, some students were portrayed as having challenges with grammatical structures, such as subject-verb agreement in imperative sentences. Targeted practice and instruction in these areas can further enhance students' speaking skills. Hence, in addressing these challenges, it is crucial to provide targeted instruction and practice, such as structured activities focusing on fluency, pronunciation, and grammar.

Despite these challenges, a comparative analysis of pre- and post-intervention spoken text performances reveals significant improvement in students' ability to speak procedure texts about the game. This indicates that the intervention program effectively enhanced students' linguistic competence in speaking procedure texts, as shown by their post-intervention progress. Continued implementation and refinement of such interventions are recommended for further improvement in students' speaking skills. In future iterations, addressing specific language challenges, such as fluency, pronunciation, and grammar, can enhance the intervention's effectiveness and support ongoing language development.

5.2. Limitations

Although this study provides significant contributions to the Genre-based Approach implementation to teach speaking by taking traditional games as the topic

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THE IMPLEMENTATION OF GENRE BASED APPROACH TO TEACHING SPEAKING OF PROCEDURE TEXTS ABOUT TRADITIONAL GAMES

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to assist students in the speaking development of procedure texts, it is important to acknowledge its limitations.

The first limitation of the current research concerns the data collection methodology utilized. The study predominantly relied on two types of data: observation notes and students' works. While these sources offer valuable insights into implementing the Genre-Based Approach with traditional games and its effect on students' text development, they may need to understand the issue comprehensively. Depending solely on teacher observation notes could colour the result of the research, and students' works may need to fully capture the nuances of the learning process or reveal specific experiences and challenges encountered during the integration of traditional games.

The second limitation of the study pertains to its limited scope. Limiting the investigation's scope could impede the results' applicability. The results of this study could potentially be affected by particular contextual elements distinct to the selected environment or subjects. Consequently, it is advisable to exercise restraint when generalizing the findings to more extensive populations or diverse educational environments.

The third limitation is that this study used different texts in some stages of GBA: Gobak Sodorin in the stage of BKOF and Modeling of the text, Bebentenganin the stage of Joint Construction and Boyboyan in the stage of independence of the text. However, it has to be the exact text for all stages of GBA. However, there were similarities in those three topics of the traditional games, meaning the comprehension of the game context and lexical items. Those three texts were interconnected and could be utilized in the following stages, discussing the text orally. In addition, the traditional game activity, both discussion and game simulation, reinforced their comprehension in constructing the text in the stage of independence of the text, which they could ultimately present in their oral monologue presentation.

5.3. Recommendations

Several recommendations for future research in the area of taking traditional games activities into language teaching approaches are put forth in light of the present study's findings and considering of the aforementioned limitations.

The first recommendation suggests enhancing future studies by employing more data collection methods. While the current study utilized observation notes and student work, incorporating surveys, interviews, and standardized assessments could bolster comprehensiveness and reliability. Surveys offer quantitative data and diverse perspectives on student attitudes, while interviews provide qualitative insights into experiences and challenges. Standardized tests would objectively evaluate language proficiency and the impact of traditional games on text development, thus strengthening the validity and reliability of research findings.

The second recommendation proposes conducting broader studies with diverse populations from various educational settings to enhance validity and applicability. This would provide insights into how integrating traditional games into the Genre-based approach affects students with different backgrounds, learning styles, and abilities. Large-scale studies allow for more rigorous statistical analyses, strengthening evidence for the effectiveness of traditional games in enhancing procedural text development. Additionally, exploring the effectiveness of traditional game activities across educational stages and investigating the impact of prior knowledge discussions and game simulations is crucial. By expanding the study to primary, secondary, and tertiary education, researchers can comprehensively understand the benefits and challenges of integrating traditional games into language learning, addressing diverse age groups and academic levels.

In addition, future research should consider using the same topic for each stage of the Genre-Based Approach (GBA). This consistency enhances the learning process

by allowing students to focus on mastering genre-specific English skills without being distracted by new content. It effectively scaffolds learning, enabling students to progressively deepen their understanding of the topic and better analyse and construct texts within the same context. This approach reduces cognitive load, allowing students to concentrate on text structures and language features. Additionally, it streamlines lesson planning, facilitates accurate assessment of writing skills, and fosters student engagement and confidence through familiarity with the subject matter.

Furthermore, the following research should broaden pedagogical strategies beyond developing procedural texts to encompass a broader range of writing and language skills. This can include integrating traditional games to enrich writing practice and create immersive language learning experiences. By exploring the impact of these games, researchers can gain insights into their effectiveness in language education. Such studies would provide a comprehensive analysis of the suitability of traditional games across diverse language learning contexts, contributing to a deeper understanding of how these activities can enhance overall language proficiency and learner engagement.