

## **CHAPTER V**

### **CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter consists of three sections. The first section discusses conclusions of the study; the second section presents limitations of the study; and the third describes recommendations for the further studies.

#### **5.2 Conclusions**

Conclusions of the study were drawn from the findings obtained from classroom observation, students' texts analysis, and interviews with the students to answer the research questions formulated as followed.

1. How can the activities at each stage of the GBA help students improve their writing ability?
2. What are the students' difficulties to write a recount text?

Regarding the first research question, the findings reveal that the GBA employs the four stages including Building Knowledge of the Field; Modelling of the text; Joint Construction of the Text; and Independent Construction of the Text (Emilia 2011; Derewianka, 1990; Feez, 1998; Gibbons, 2002; Joice and Feez, 2012). Each stage has several activities to apply in the classroom which will be described below.

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The activities at the stage of Building Knowledge of the Field such as Reading some references to learn the topic and relevant Vocabulary/Expressions; and having an Excursion) are conducted to build students' background knowledge about the topic they are going to write independent text. The findings indicate that these activities are able to help the students prepare the topic as recommended by some experts such as (Emilia 2011, p. 33; Derewianka, 1990, p. 6; Gibbons, 2002, p. 61; Joice and Feez, 2012, p. 117).

The activities at the stage of Modelling such as familiarizing the purpose, Generic Structure and Language Feature of a Recount; learning relevant grammar in the context; learning vocabulary/Expressions from the model text are carried out to give a model text to learn. The findings indicate that the students are assisted by these activities to build up their understanding of the purpose, Generic Structure and Language Feature of a Recount as well as to master relevant grammar and vocabulary/expression as suggested by some experts such as (Emilia 2011, p. 45; Derewianka, 1990, p. 7; Feez, 1998, p. 29; Gibbons, 2002, p. 64; Joice and Feez, 2012, p. 127).

The activities at the stage of Joint Construction such as preparing a Recount Plan and creating a Recount text altogether with the whole class are undertaken to give an opportunity to the students to have an experience to write a recount text before they write an independent text. The findings indicate that these activities are very useful for the students as proposed by some experts such as (Emilia 2011, p. 60; Derewianka, 1990, p. 8; Feez, 1998, p. 30; Gibbons, 2002, p. 66; Joice and Feez, 2012, p. 127).

The activities at the stage of Independent Construction such as preparing a Recount Plan and writing a Recount text independently; gaining teacher's feedback to revise the text; and publishing are useful for the students to create successful texts individually. The findings indicate that these activities are very helpful for the students as suggested by some experts such as (Emilia, 2011, p. 69; Derewianka, 1990, p. 9; Feez, 1998, p. 31; Gibbons, 2002, p. 67; Callaghan and Rothery, 1988, p. 45; Joice and Feez, 2012, p. 128).

Therefore, the findings from classroom observations indicate that the activities at each stage of the GBA can help students improve their writing ability. These findings are also supported by the data from students' texts analyses and interview data. Regarding the data from students' texts analyses, it shows that the students' texts written at the stage of Independent Constructions have made some improvement. It indicates that the activities at each stage of the GBA have helped students improve their writing ability. Concerning the data from interviews with students, the data reveal that the students have benefited from the activities of each stage of the GBA.

Thus, it seems that the first research questions have been answered based on the data from classroom observation, students' texts analyses, and interviews with students,

With regard to the second research question, the findings from students' text analyses indicate that grammar and vocabulary are the students' problems when they wrote a recount text. It is relevant to the notion stated by (Emilia 2011). These findings are also supported by the data from classroom observation and interview data. Regarding the data from classroom obserstudents' texts analyses, it shows that the students' texts written at the stage of Independent Constructions have made some

improvement. Concerning the data from interviews with students, it indicates that the students have benefited from the activities of each stage of the GBA.

Therefore, based on the findings, it is suggested that the students may learn the vocabulary at the stage of Building Knowledge and Modelling (Emilia, 2011, p. 33, 45; Gibbons, 2002, p. 61, 64; Joice and Feez, 2012, p. 117, 127) and learn grammar at the stage of Modelling (Emilia, 2011, p. 45; Gibbons, 2002, p. 64; Joice and Feez, 2012, p. 127).

Thus, the findings from classroom observation, students' texts analyses, and interviews with students elaborated in chapter 4, 5, and 6 seemingly have answered the research questions of this study.

### **5.3 Limitations of the study**

There are two limitation of this study. The first, concerning the data from students' texts analysis. This study only analyzed six students' texts involved low, middle and high achiever, so that it only identified the improvement of a few students; whereas, if all texts could be analyzed, the improvement of all students would be identified to enrich the data. However, the use of Systemic Functional Grammar as a tool to analyze students' texts effectively provide the validity of the analyses of students' texts (Eggins, 2004).

Second, this study was conducted in SMP N 2 Bandung. It is considered as a favorite school so that it is relatively less challenging in applying the GBA since the school has a good environment and accomplished students to support the teaching program.

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Therefore, to identify the effectiveness of the GBA and to find out more challenges in applying it, the study may be conducted in a disadvantaged school as some experts have done in Australia (Callaghan and Rothery, 1988).

#### **5.4 Recommendations for Further Studies**

Based on the findings of this study, several recommendations are proposed for further studies related to the implementation of the GBA in Indonesian context.

Firstly, learning to write using GBA has to do in a recursive process (Emilia, 2005, p. 70). It means that the teaching program cannot be conducted in short time. Therefore, it is recommended that the four stages of the GBA may spend at least twelve meetings to apply in the classroom. It is relevant to Gibbons (2002, p. 61) that the GBA may take several weeks or longer to go through.

Secondly, at the stage of Independent Construction, when the students write the target text individually, it is suggested to follow the writing process such as preparation/planning, drafting, revising, editing, proof-reading and publishing (Joice and Feez, 2012, p. 129). The process of writing is very helpful for the students to create a successful recount text (Joice and Feez, 2012, p. 129).

Regarding the preparation/planning, this study employed a Recount Plan (Emilia, 2011, p.63). It is useful for the student to arrange their texts since it guides them to write (Harmer, 2004, p. 92). When the students write a target text, the plan can lead them to consider certain characteristics such as Generic Structure and Language

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Features. Moreover, by making a plan the students will not miss the idea/information they want to use in their text (Emilia, 2011, p. 64).

The last recommendation is that the implementation of the GBA in this study focused on one type of genre that is a Recount text in an EFL context. Therefore, further studies are expected to focus on other types of genres; so that the findings of the studies can enrich the GBA in EFL context in Indonesia.