CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was conducted to answer the research question in describing the quality of EFL students’ participation in genre based approach implementation (GBA). In order to accomplish the research question, Suherdi’s framework of classroom discourse analysis was used to describe the quality of students’ participation. The framework analyzed the students’ participation by looking at three elements, those are the quality of students-teacher interaction, the quality of students’ verbal linguistic and the quality of students’ learning behavior. Based on the analysis in chapter four, each stage of GBA has its characteristic of students’ participation.

To begin with the quality of students-teacher interaction, each stage of GBA is relatively interactive since the negotiated exchanges of the GBA stages are higher than non-negotiated exchanges, such as BKOF (69%), modeling (78%), joint construction (64%) and independent construction (78%). Besides determining interactive learning, the exchanges which are represented by K2, DK1, A2 and DS1 initiated exchanges also describe that students-teacher interaction of GBA occurred in two-way communication.

The analysis also draws conclusion that each stage of GBA has different focuses in different kinds of teaching sessions. Apperception always occurred in all stages of GBA. This is related to constructivism theory that knowledge is actively assimilated and accommodated into existing knowledge (Piaget, 1970, p. 57-58). Then, in BKOF and joint construction, students-teacher interaction mostly occurred in rehearsal where the students more triggered to participate actively in the class through collaborative learning. However, there were some different focuses on each stage. Rehearsal conducted in BKOF focused on enhancing vocabularies, while in joint construction focused on developing students’ ability to produce text individually. Therefore, students-teacher interaction in joint
construction is not as high as other stages since teacher’s scaffolding is weakened in this stage (Johns, 2002). Differ from other stages, in modeling students-teacher interaction was most directed in teacher explanation. The students were strongly and explicitly directed by the teacher in introducing generic structure, linguistic features and purpose of procedure text. This was indicated by the most dominant of DK1 initiated exchange in the teaching session. Meanwhile, in independent construction the students produced their own procedure text individually. In this stage, students-teacher interaction should be weakened but this did not occur in independent construction of the study since every student was pointed out by the teacher to revise and edit their texts. Thus there were dominant DS1 and DK1 initiated exchanges of this stage.

Some previous studies showed domination of teacher’s initiation exchanges that this may impact to students’ participation, in which students’ responses became brief and syntactically simple (Ruby, 2008). In contrast, the teacher’s initiation is considered as teacher’s roles to create and stimulate an interactive classroom (Brown as cited in Yusuf and Solihah, 2009). Based on those previous studies, the effects of the teacher’s initiation of the study might occur in this study. As student-teacher interaction is classified as interactive but the quality of students’ verbal linguistic is simply produced in such the form of words.

On the other hand, the quality of students’ verbal linguistic is low. This was indicated by the dominance of words. Suherdi (2008) and Solihah and Yusuf (2009) identified that the great number of syllables, words and phrases classified as low level while clauses and sentences classified as high level. In addition, the quality of students’ verbal linguistic has relation to the quality of students’ learning behaviour since what students expressed draws students’ learning behaviour. Each stage of GBA draws the similar low level, in which students’ learning behaviour is restricted in remembering (C1) and understanding level (C2) thus the quality of students’ verbal linguistic was produced in such simple expressions, such as in the form of words and phrases.
5.2 Suggestion

Based on the analysis of the study, it is expected that the current study may help teachers or educators to evaluate and improve themselves in deciding appropriate teaching model and teaching strategies based on students’ needs and helping their students to develop their English proficiency. The implementation of genre based approach is expected to be well conducted by English teachers since this approach is quite effective in developing English proficiency. Then, this approach also helps engaging between students-teacher and students-students.

The current study has provided some useful information related to students’ participation and the implementation of genre based approach. However, there are still some areas could not be reached in this study, thus here are some points to be considered in conducting further investigation. These includes:

a. Further exploration in assessing students’ participation by teachers

b. Further investigation in assessing GBA implementation in improving students’ critical thinking

c. Further investigation in assessing GBA implementation in wider scope, such as assessing GBA implementation in junior or senior high schools in Bandung