CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and suggestions of the study which are driven by the previous chapter, Findings and Discussions, that has been completed. The conclusion of overall discussions in this study is elaborated at the first place. Subsequently, some suggestions regarding the use of PowerPoint is postulated for teachers and further researchers.

5.1. Conclusions

In this study, the use of PowerPoint in teaching writing within Genre-Based Approach is investigated. The prime focuses of this study are to explore how PowerPoint is used in teaching writing within Genre-Based Approach and what students' perceptions are.

With respect to the first research question, the findings reveal that PowerPoint is useful in teaching writing within Genre-Based Approach in which some features of PowerPoint could facilitate the implementation of the stages of Genre-Based Approach, such as Building Knowledge of the Field, Modeling, Joint Construction of the Text, and Independent Construction of the Text. More detailed descriptions are as below:

a. In Building Knowledge of the Field, the role of PowerPoint is to be able to present related videos and pictures of the topic discussed which could activate or develop students' background knowledge. Based on the data obtained from questionnaire and interview, the students said that the related videos and pictures displayed through PowerPoint: (1) could activate their existing knowledge and even construct a new knowledge of the topic discussed; (2) directly help them to understand the teacher's explanations as the teacher was able to more easily and visually illustrate her explanation by presenting videos and images.

b. In Modeling, PowerPoint could be used to provide a better explanation of the purposes, generic structures and language features of the text by exploiting some features of PowerPoint, such as graphs, charts, shapes and/or colors. It is

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corroborated by the data from questionnaire and interview, such as: (1) Students were able to understand more about the past verb forms in Narrative texts, particularly when the verbs were circled; (2)The different colors and arrow shapes used by the teacher on her PowerPoint slides helped them to focus on the explanation of the language features; (3) It was more organized and understandable as the teacher was able to clearly explain it through PowerPoint; (3) The teacher emphasized the explanation of generic structures by using arrows and different colors as of making it easier for students to memorize; (4) The features of PowerPoint used were interesting in presenting the explanations and examples of the generic structures.

c. In Joint Construction of the Text, PowerPoint could supportively present one of the students' texts and allow teacher to directly provide some feedback on the slides by using arrow shapes or highlight colors. For instance, the teacher chose one of the groups' texts, showed it through PowerPoint slides, and provided some feedback toward the text afterwards, such as the errors found on the students' writing, incoherent ideas, misspelling and others.

d. In Independent Construction of the Text, the role of PowerPoint is only emphasizing teacher's instructions of students' individual writing assignments. The detailed instructions for students to follow were more clearly showed on a PowerPoint slide rather than on a blackboard or whiteboard.

Regarding the second research question, based on the data from questionnaire and interview, the findings reveal that the vast majority of the students state that PowerPoint is very helpful to be used by the teacher in teaching them writing. The following notions, in regard to the advantages of the use of PowerPoint in teaching writing within Genre-Based Approach, are summarized from students' responses obtained, such as: (1) offer interesting, entertaining, and more understandable lesson; (2) present videos, images, colorful background and fonts, and others in one presentation; (3) captivate students' attention; (4) help students have better understanding, curiosity and creativity; (5) allow teacher to have well-organized presentations (6) highlight main focus of teacher's explanations; (7) facilitate audiovisual materials with a good quality; (8) help students stay more focused on the materials; (9) enhance students' retention; (10)

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promote the use of technological tool; (11) encourage active learning and participation. On the other hand, the most common students' complaints about the use of PowerPoint in English classrooms are such as: (1) inappropriate choices of blending background and font colors; (2) small-sized fonts; (3) slideshows running too fast.

Generally speaking, although PowerPoint is not a new invention of technology in education, it is still worth using by teachers in effectively presenting their materials by taking into account the dos and don'ts in designing PowerPoint. Furthermore, not only support previous research showing that PowerPoint could help English teachers in teaching writing, the findings of the current study also explain that the visual performances from PowerPoint is appropriate to facilitate the implementation of Genre-Based Approach in which case the characteristics of Genre-Based Approach in each stage can be supported by the use of PowerPoint. Last but not least, PowerPoint as one of the instructional multimedia could assist visual learners in to get a better learning.

5.2. Limitations of the Study

There are some limitations of this study in the conduct of research which are worth noting. The limitations are as follows:

1. The possible results could have been more comprehensive in describing the use of PowerPoint in teaching writing within the Genre-Based Approach if the teacher had been interviewed as well.

2. Due the time constraints, writings steps included in Joint Construction of the Text as suggested by some experts were not thoroughly explained to the students; also, some other activities were neglected.

3. It would be much better if students' writing achievement or progress were investigated in order to provide a more complete result of the study.

5.3. Suggestions

PowerPoint can be extensively useful when the teachers design it creatively in presenting the materials to the students so that it will be intriguing for the students. In the light of the evidence from this study, there are some suggestions

that can be taken into account with respect to the use of PowerPoint in classrooms. First, it is expected that there will be more research about the use of PowerPoint in teaching writing within Genre-Based Approach concerning on students' academic achievement. Second, it is suggested for teachers to be able to optimize the use of PowerPoint in teaching other English skills or other disciplines. It could be much better if the teachers are able to productively integrate PowerPoint into other kinds of teaching methods or approaches as well. Third, it is expected that there will be much more groundbreaking research about the use of PowerPoint in different aspects of teaching writing or other English skills.