

## CHAPTER VII

### CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER STUDIES

#### 7.1 Conclusions

Based on the discussion in the previous chapter, the study concludes that genre pedagogy can empower students both in cognitive and psychological dimensions. This can be seen from the data gained from the learning process and products.

The learning process in every stage showed the students' cognitive empowerment from the students' responses towards the teacher's questions, feedback and from the activities like comparing and contrasting, analyzing, discussing, and doing collaborative work. Meanwhile, psychological empowerment could also be seen in the process from the students' active participation and enthusiasm in learning. In addition, psychological empowerment could also be identified from the students' reflective journal revealing their feelings of worth and capability of writing research proposal.

The students' product or research proposals, as the result of the teacher's intervention, also reflect cognitive and psychological empowerment. The students were cognitively empowered as they were able to write every part of research proposal with clear schematic structure. Every part of the students' research proposal has essential elements that successfully achieve its communicate purposes. For example, the research background of the students' research proposal has three moves or elements recommended by the theorists (Swales & Feak, 2004; Emilia, 2008, Paltridge & Starfierld, 2007). Furthermore, the students' choices of linguistic features of research proposal also reflect cognitive empowerment. For example, they were able to use various kinds of theme development patterns indicating their ability in writing cohesive text. Regarding psychological empowerment reflected in the students' research proposal, the choices of linguistic features indicates their confidence in writing. For instance, the choice of various typical language used to establish the research niche in the research

background showed the students' confidence as the result of their process of reviewing, analyzing, and synthesizing previous related studies. Showing confidence in writing indicates the students' psychological empowerment. The better quality of students' work, however, does not suggest that the students do not need to improve more as some grammatical mistakes are still found in their writings, but they do not interfere the intended meanings. However, the grammatical mistakes found in the students' research proposal do not necessarily indicate that the teaching program was not successful as Emilia and Hamied (2015) reported that the teaching of writing does not mean to teach the students write perfectly as writing, as process of literacy development, takes time.

The students' responses toward the program in general are positive. The students found that the program was useful and meaningful as it could help them write research proposal. Dealing with the practice of empowerment, the students' psychological empowerment was also revealed through their responses. They showed their feeling of self worth and optimism in the future in writing better research proposal.

Overall, genre pedagogy can empower students in learning to write research proposal. The attempt to explore two dimensions of empowerment in every stage of learning cycle by taking into account the principles of genre pedagogy has been conducted. However, this exploration was not optimum. For example, scaffolding as one principle of this pedagogy, due to the researcher limitation, was not sophisticatedly organized to deliver the dimensions of empowerment.

## **7.2 Limitations of the Study**

There are some limitations of the study. The first limitation is that this study was conducted in a small scale as a case study. Due to the nature of a case study, the findings of this study are not generalizable. However, this study can explore a phenomenon in a classroom setting which may have meanings for more explorations in other settings.

The second limitation is dealing with time allotment. The allocated meetings were not enough for the students to write every part of research proposal. This limited time allotment affected the way in which the learning processes were managed and adapted for the sake of the accomplishment of the study. For example, the number of meetings was reduced to adjust to the institution calendar and the students' urgent needs for writing a better research proposal.

The third limitation relates to the discussion of the analysis of students' research proposal. The study only presented the background of the research proposal produced by the students. The choice of the research proposal background is expected to accommodate the students' urgent needs for writing a research proposal.

### **7.3 Recommendations for Further Studies**

The recommendations for further studies are based on the limitations of the present study. The first recommendation is that further study should involve a different research method which could generate more generalizable results. Thus, such further studies address more impacts of empowerment. The further studies with different method can be the complementary of the present study.

Regarding the time allotment, further studies should take into account more the calculated time for the students to write their first draft, revise and resend their revised draft of every part of research proposal.

Further studies on the other aspects of empowerment: political and economic empowerment in longer period of time to see the impact of the teaching program is also recommended. By conducting longer time of study by comprehensively analyse the *skripsi* the students produce and interview the students after they graduate from the university can identify both empowerments as the impact of the teaching program.

The fourth recommendation relates to the students' research proposal analysis and discussion. The recommendation is that further studies should be conducted by deeply analysing and discussing every part of research proposal to

gain more comprehensive result of students empowerment as reflected in the students' research proposals.

Despite the limitations, the results of the study show that genre pedagogy can empower the students cognitively and psychologically both in learning process and product. It is therefore recommended that genre pedagogy be implemented in different contexts in Indonesia to empower the students in improving their literacy skills and helping them to accelerate the completion of their study.