

CHAPTER V

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATION

This chapter presents the conclusion drawn from the research. Following the conclusion, the chapter will go up with some limitations of the study and recommendations will be presented in this chapter.

5.1 Conclusions

The current study investigates how the EFL teacher plans genre-based approach in her lesson plan as well as how genre-based lesson plan informs the teacher in her teaching.

Following the framework of Hammond (1992), this study concluded that the teacher included genre-based approach into her lesson plan. In the teacher's lesson plan, the teacher included the stages of genre-based approach. Firstly, the genre-based approach which was planned by the teacher in the building knowledge of the field (BKOF) was partially appropriate because there was lack of one indicator which was not written by the teacher in her lesson plan. The teacher did not include all of indicators while the building knowledge of the field (BKOF) has two indicators. Secondly, the genre-based lesson plan which was planned by the teacher especially in modeling of the text (MOT) was not completely appropriate yet because she did not plan one of the indicators in her lesson plan. Thirdly, the joint construction of the text (JCOT) which was planned by the teacher was generally appropriate because she included all of the indicators. However, the teacher did not elaborate all of the indicators in her lesson plan. Lastly, independent construction of the text (ICOT) which was planned by the teacher was also generally appropriate. However, she was not able to develop the indicators of independent construction of the text (ICOT).

Meanwhile, regarding how genre-based lesson plan informs the teacher in her teaching, this study gives some information related to the integration of teacher's

teaching practice and her teaching planning regarding each stage of genre-based approach proposed by Derewianka (1990) and Hammond et al (1992). The genre-based lesson plan can provide a framework for the teacher to create a coherent sequence of teaching and learning activities. For example, first, building knowledge of the field (BKOF) which was conducted by the teacher in her teaching was applicable because she conducted the teaching proper to her teaching. However, she did not clearly describe what she wrote in her lesson plan which was intended to guide her during her teaching. Second, modeling of the text (MOT) which was carried out by the teacher in the teaching and learning activities was not qualified. Third, concerning joint construction of the text (JCOT) which was carried out by the teacher in the classroom, she could integrate what she listed in her lesson plan and her teaching classroom. Furthermore, there were mismatches between what the teacher conducted in the classroom and what the teacher formulated in the lesson plan. It was because of the teacher did not pay attention to what she wrote in her lesson plan during the teaching practice. She was doing activities that were different from what she had planned. In other words, it can be concluded that genre-based lesson plan was not appropriate to the stage of independent construction of the text (ICOT).

5.2 Limitations of the Study

This study has several limitations. First, the subject of this study only involved an EFL teacher. This fact is possible raises questions about the research methodology, design, and data collection. By involving only one participant, there may be some tendencies for readers in rating something too high or too low based on salient findings. Second, by analyzing only from one lesson plan in seven meetings, it cannot comprehensively observe how the EFL teacher plans her teaching which referenced to the genre-based lesson plan.

Furthermore, it is also admitted that this study cannot conclude whether the plans which were formulated by the teacher into the lesson plan and its implementation

Ivo Marisya, 2020

THE ANALYSIS OF TEACHER'S LESSON PLAN AND ITS IMPLEMENTATION IN THE TEACHING OF PROCEDURE TEXTS:

A CASE OF APPLYING GENRE BASED APPROACH

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

in the teaching are successful or not in building teacher understanding. Therefore, the focus of this study is not on whether teacher is successful in implementing better planning and teaching or not, but only to see how the teacher formulates the genre-based teaching-learning and its implementation in the actual teaching process.

Finally, a qualitative with case study approach was used to perform this research. As a result, it is clear that this study cannot be generalized to another setting since various provinces, schools, teachers, and conditions may provide different results when objectively investigated.

5.3 Recommendations for Further Research

In line with the topic under discussion which is about EFL teacher's planning of genre-based approach in the lesson plan and how genre-based lesson plan informs the teacher in her teaching and the findings as elaborated above, the following recommendations are worth considering.

Regarding the EFL teacher's planning of genre-based approach in the lesson plan, it has been mentioned that the teacher was good enough in implementing the points of each stage of genre-based approach although there are some of the indicators do not include in her lesson plan. In response to this, it is recommended to the other EFL teachers who need more practice in designing the lesson plan, especially in using the genre-based approach can get this model of lesson plan as one of references for further compilation in order to produce a good enough lesson plan.

Finally, this study merely involved an EFL teacher which has been affected to the result of document analysis, interview, and classroom observation. Therefore, it is recommended to the other researchers who are interested in this issue to conduct the research by involving more teachers to be the participants so that it allows more generalize the result of implementing genre-based lesson plan.

Ivo Marisya, 2020

THE ANALYSIS OF TEACHER'S LESSON PLAN AND ITS IMPLEMENTATION IN THE TEACHING OF PROCEDURE TEXTS:

A CASE OF APPLYING GENRE BASED APPROACH

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu