

CHAPTER VI CONCLUSION

6.1 Introduction

This study sought to investigate the students' ability in writing Report text and their responses toward the teaching of writing using the Genre Based Approach. This chapter highlights the conclusion of the present study that is closely related to the research problems presented earlier in Chapter 1. This chapter also offers suggestion both for further researchers and practitioners. The findings of the study, which may not be generalizable to other settings, propose several conclusions and recommendations.

6.2 Conclusions

This study attempts to find out students' ability in writing Report text and students' responses toward the teaching of writing using the Genre Based Approach. From the discussion of the previous chapters, it can be concluded that this program can help students to improve their writing ability. This can be seen from the generic structure and linguistics features of the texts. These show the students' development in composing the target text.

Regarding the first research question, the results show that the students to some extent have been able to demonstrate the improvement of their ability in writing Report text. This confirms previous research that in terms of the generic structure and linguistics features the texts produced by the students fulfill the characteristics of Report text as suggested by Butt et al (2000), Callaghan & Rothery (1988), Derewianka (2004), Emilia (2010, 2012), Feez & Joyce (1998), Humphrey, Droga & Feez (2012), and Hyland (2004). The results also show that the students gained the ability to use various linguistic resources to communicate effectively through the texts.

Regarding the second research question, the results show that the students were pleased with the teaching program. From the interview data, the students seemed to get benefit from the teaching program. They appeared to be aware that their writing skills improved and this is supported by the results of the analyses of the texts presented earlier in Chapter 5. Interview data also showed that the students could write texts better than the ones they created before participating in this teaching program.

Finally, in general this study has shown that the SFL GBA can be implemented in the classroom to achieve the goal of the teaching of English as stipulated in the English curriculum in Indonesia. The SFL GBA combined with classroom action research could help the students in developing and improving their learning English both written and spoken skills.

6.3 Recommendations

The recommendations formulated below are based on the findings of this study, which may not be generalizable to other settings. First of all, it is advisable that effective teaching programs need to be carried out in order to improve students' ability in writing. This can be held by implementing the Genre Based Approach in English classrooms in Indonesia as suggested by previous studies carried out by among others Emilia (2005), Emilia, Hermawan & Tati (2008) and Akmal (2011). The implementation of The Genre Based Approach to teaching writing can be supported by classroom action research.

However, such an approach will not be successful without adequate teachers' preparation for teaching writing. Therefore teachers need to employ the role as suggested by Emilia (2005, p. 280) and Harmer (2007, p. 330-331) as follows:

- Motivator: motivating students, creating the right conditions for the generations of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.
- Resources: teachers should be ready to supply information and language where necessary. Teachers need to tell students that teachers are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.
- Feedback provider: teachers should respond positively and encouragingly to the content of what the students have written.

The last recommendation is that in order to test its effectiveness in helping students to promote their English capacity, the program implemented in this study should be tried out in primary and secondary education in Indonesia. It is also recommended that the next related research should be conducted with a big number of participants within different context to get richer and more reliable data.

