# CHAPTER 5
## CONCLUSION AND SUGGESTIONS

This chapter presents a major conclusion of the study which sought to investigate the practices of teaching writing under a genre-based approach in the online learning during the outbreak of COVID-19. It also includes some significant suggestions which are worth-considering for the future research.

### 5.1 Conclusion

The teaching program conducted in the study was successful in some ways. Linguistically, despite some weaknesses, the students learned to exploit various linguistic features with the help of the teacher. Textually, the students' texts developed effectively and globally by using multiple theme patterns (Eggins, 1994, in Emilia, 2014, p. 245). Such patterns involved higher level Themes, especially macro- and hyper- Themes, which help the reader predict what is going to be discussed in each element of the target text (Emilia, 2014, p. 247). The use of higher level Themes have led to the employment of multiple Theme pattern which seems to make the texts develop efficiently, not only locally but also globally. Experientially, the students also learned to use material process in the first element of the text, saying and mental processes in the following elements in order to enhance the credibility and accuracy of the arguments presented (Chaffee, 2000; Nosich, 2001). Apart from that, they learned to use effective language choices to compact the information in the text by making use of nominalizations – turning verbs into nouns (Droga & Humphrey, 2003, p. 98; Gibbons, 2009, p. 52). Interpersonally, the students attempted to make effective use of modality in expression of judgment and opinion, which may indicate their emerging capacity to make the communication with the readers work effectively. Furthermore, they learned to demonstrate objectivity in their arguments, and attempted to address the readers in a distant way by using the third person pronouns and impersonal *it* in projecting clauses, which are all favorable to the written texts (Kress, 1985a, p. 92, in Emilia, 2014, p. 144).

To this point, after the teaching program, it is indicated that the students have emerging capacity to write Exposition text with its schematic structure and linguistic features favorable to the target text. As far as the stages of genre-based pedagogy are concerned, the building knowledge of the field facilitated the students to develop their knowledge of the field and language used in the context discussed. In this stage, the students gained more insights about the topic through some resources in various modes, such as video, audio, text, etc. Also, they learned about vocabulary relevant to the context of use, and practiced using the vocabulary in a sentence, as the learning activities often assigned open-ended questions using Nearpod. Next, in modelling stage, the students gained exposure to the characteristics of Exposition text. They understood how the text should unfold as well as the language patterns typically employed in each element of the text to meet the functions respectively. The last stage has encouraged the students to reflect building knowledge of the field as they write their final draft independently. Conducted in online consultation, the students were able to interact with the teacher and their friends discussing the strengths and weaknesses of the texts. Also, they could get immediate feedback regarding their writing from the teacher, and thus prepared them to edit and revise their own texts.

## 5.2 Suggestions

Based on the findings of this study, it is recommended that teaching writing under genre-based pedagogy to senior high school students be intensively implemented in Indonesia. This is probably because the implementation of the approach can help the students improve their writing ability (Hamied & Emilia, 2015; Nurlaelawati, Lengkanawati, & Gunawan, 2020; Lail, 2022). With the teacher's guidance, the students have the capacity to write the target text by considering its typical characteristics in terms of the social goal, schematic structure, and the linguistic features. Moreover, it is timely to take into account the possibilities and values of integrating technology into the practice of genre-based pedagogy, making the activities more varied, attractive, and interactive in which they can enhance student learning outcomes.

However, this study leaves some gaps for future research. First, it is important that the future studies assign different topic of the text to students, enabling them to practice building knowledge of the field in order to prepare them to write the texts in focus. Second, it is also necessary to explore the students' perception of joint construction stage, which has been skipped in this study, as it promotes a collaboration between students and teacher, in line with the principles of online learning (Anderson & McCormick, 2005; Dunwill, 2016, in Belawati, 2019). Third, to revise students' texts in online learning setting should be explored further, because the online consultation done in this research seemed to cause student boredom during the learning process. Finally, the online implementation of genre-based pedagogy should explore more activities in the modelling stage of the text that can help the students learn how to provide supporting arguments in their texts realized in projecting verbal clauses more appropriately.