

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of three sections. The first part is the conclusions of the study drawn from the findings expounded in the previous chapter. The second part is concerned with the limitation of the study and the last part is devoted to propose several recommendations for teachers and further research concerning the implementation of the Genre-based approach.

5.2 Conclusions

This study investigated the implementation of a Genre- based approach at two senior high schools in Natuna Islands, Kepulauan Riau Province. Based on the results of the study expounded in the previous chapter, several conclusions are drawn. First, regarding the first research question that is to find out the implementation of a Genre-based approach in each setting of the study, the findings reveal that to some extent the teachers have implemented the Genre-based approach as suggested by the theory alluded to in Chapter Two. However, apart from this, the teachers have neglected several aspects which will be described below.

- Concerning the stage of building knowledge of the field, data from observations reveal that to some extent the teachers have applied the building

knowledge of the field as suggested by the experts. However, apart from this the essential aspect, such as vocabularies are not taught explicitly. So, the students' understandings of vocabularies used in a Spoof genre are still obscure.

- Dealing with the stage of modeling of the text, the findings reveal that the teachers have implemented it less appropriately where the schematic structure and linguistics features of a Spoof genre are not taught explicitly. In this case, the teachers did not explain how to develop each schematic structure, such as an orientation, a series of events and a twist to weave a meaningful Spoof genre. Then, in terms of the linguistic features, the findings reveal that the teachers did not explain in its context. As a result, there are found many mistakes, such as the use of past tense, the use of conjunctions in the students' writings.
- For the stage of joint construction, the finding shows that the teachers have skipped this stage. As a result, this, as will be drawn in the subsequent discussion, tends to affect the way students write their Spoof genre in the next the stage, meaning that the students have not had sufficient experience how to write a Spoof genre.
- Related to independent construction, the findings reveal that this stage was conducted in only one meeting so that the students did not have opportunity to

revise and edit their writing. This indicates that teacher's understanding of writing is a recursive process is still obscure.

Related to the second research question, that is the effect of the implementation of the Genre-based approach, the results of the study, as discussed in the previous chapter, reveal that the way the teachers implemented a Genre-based approach has led the students to write less effective texts, meaning that the texts are less successful to achieve the purpose of the texts. The following is the aspects that have been neglected by the students.

- From the schematic structure point of view, many students do not really develop each schematic structure as suggested by the theory. In this case, the students tend to write an orientation without considering the essential aspects, such as the setting, and the time of the event happened. In terms of a series of events, many students do not develop it by the movement of time. This has led to a less coherent text.
- Regarding the linguistic features, the students have made several mistakes in terms of the use of past tense. Then, the students are also less successful to employ complex sentences, conjunctions, and circumstances accordingly. Besides it, the students also tend to translate their draft word for word. As a result, their drafts seem to be quite awkward. Due to this fact, the texts are less successful to achieve the purpose of the text.

5.3 Limitations of the Study

There are two limitations of the study under discussion resulted from the time constraints. The first one is to do with the number of the teachers. It was only two teachers investigated in this study. It would be much better if more than two teachers were investigated to portray the implementation of the Genre-based approach in each setting of the study.

Second, it was only six students' texts represented by two of the high achievers, middle achievers, and low achievers from each setting of the study were analyzed. It could result in more detailed picture of the effect of the implementation of the Genre-based approach if all the students' texts were analyzed. However, the use of Halliday's model of language, the functional grammar, as a tool for text's analysis, as Macken-Horarik (2002) says, enhances the validity of the result of the text's analysis in relation to the implementation of Genre-based approach (see also Emilia, 2008, p.131).

5.4 Recommendations

With reference to the findings of this study, several recommendations are proposed. First, teachers should have clear understanding on the implementation of a Genre-based approach to inculcate the genre pedagogy to the students more effectively. More significantly, the teachers, as will be described below, should know

what aspects should be highlighted in each stage of the approach. The following is the aspects that should be highlighted on the teachers' subsequent programs.

- For building knowledge of the field, the teachers should introduce more than one text to build up students' knowledge of the salient features of the genre taught. Besides it, the teachers should also teach and translate the vocabularies explicitly to promote students' consciousness of the difference between English pattern and *Bahasa Indonesia* pattern.
- Related to modeling of the text, the teachers should design the relatively familiar activities to engage the students in this stage. In this case, the teachers could try 'jigsaw activities', which have been used by Lin (2006) in his study, to enhance students' awareness of the schematic structure of the genre. In relation to scaffolding, it should be provided as much as possible so later the students' will be more familiar with the linguistics features of the genre taught.
- For joint construction, despite its dilemma, is useful to exercise the students to write a genre taught so later the students will be more confident to write a similar genre individually. If needed, this stage could also be conducted repeatedly to make the students fully understand how to write a more meaningful genre.
- Concerning the stage of independent construction, the teachers should conduct it more than one meeting so that the students have opportunity to

revise and edit their draft. With respect to this, teachers could encourage the students, especially with higher achievement to revise and edit the draft of their peers especially the peers with low achievement. This kind of activities also benefits to nurture students' understanding that writing is a recursive process in which they need to revise their writing repeatedly.

Second recommendation is to improve the teachers' understandings of the implementation of the Genre-based approach, *Dinas Pendidikan* in Natuna Island, as it is also suggested by teachers involved in this study, should conduct in-service teacher training on the Genre-based approach which has been adopted as a part of centralized the 2006 English curriculum.

The last recommendation is that the implementation of the Genre-based approach should be tried out in various contexts and levels to examine its effectiveness in helping the students to enhance their English capacity, especially their writing skills.

