

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sections. The first section discusses the conclusions drawn from the findings and analysis and the second section discusses the recommendations for the teachers, the decision maker, and the future research.

5.1 Conclusions

This study investigated how the teacher prepared the lesson for classroom instruction; what the teacher did in teaching and learning process; how the teacher evaluated her students' learning achievement; and the teacher's understandings of Genre Based Approach. From the results and discussions in the previous chapters, several conclusions can be drawn.

First, related to how the teacher prepared the lesson, the teacher has not done it maximally. The use of authentic materials such as newspapers and magazines is good, but it will be better if the teacher made a written lesson plan.

Second, what the teacher did in the classroom instruction was not as recommended by genre based approach. She was still implementing the approach recommended in the previous curriculum. 'Thematic approach' in the previous curriculum in which the cycle was arranged in

one session such as pre-activity, main activity, and post activity was still used by the teacher.

Third, how the teacher evaluated her students' learning was done both by giving formal written test conducted at the end of a genre learned and by evaluating them during the process of learning. The test items given did not check the students' knowledge on the purpose, the generic structures, and the language features of a text.

Finally, regarding the teacher's understandings of Genre Based Approach, it can be concluded that the teacher did not understand the concept. She did not know how to teach genre as recommended by genre based approach.

Based on the findings, it can be said that the teacher needs improvement of what Genre Based Approach is and how to apply the GBA in daily teaching learning process. The students' learning achievement is relatively good in term of that it is higher than the minimal success criteria. It will be better if the teacher apply genre based approach in teaching genre.

5.2 Recommendations

Based on the findings from the study which can perhaps not be generalized to other settings, there are four recommendations.

First, it is better for the teacher to prepare the lesson before going to the classroom. The preparation should be shown in the form of written

lesson plan. Materials that we can deliver should be various. We can use various sources for our teaching. The materials can be taken from our surroundings such newspaper, magazine, recipe books, and so on.

Second, the lessons should be presented based on the approach recommended by the curriculum. Genre Based Approach is an integration part of curriculum used in our English education system, so the teaching of English should be based on it.

Third, the teachers should check the students' learning progress by doing some evaluation. Evaluation can be done in the form of test or non test. Post test will be better conducted at the end of every session. At the end of a program, a genre for instance, teacher can give a written test to assess the students' comprehensive knowledge of the genre.

Fourth, understanding a concept of an approach is crucial for teachers before doing their teaching activity. Therefore, teachers should have tried harder to do this job at the beginning of being a teacher. If, for examples, during the process of being a teacher a new concept relating to our job exists, we must try to understand it as early as it comes into existence. However, the Ministry of Education should be more responsive to the situation. It means that the launching of a new paradigm and concept should be followed by a proper socialization.