## CHAPTER V CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusion and suggestions in accordance with the research findings and discussion, which have been explained and discussed in the previous chapter. The conclusion and suggestions of this research can give a contribution to further research in the same field.

## Conclusion

The objectives of this research are to find out how genre was taught in the EFL classroom and discover the teaching of genre developed students’ text production. The data in this research was obtained qualitatively through observations and text analysis. Based on the findings, teachers conducted the teaching genre in the form of a genre-based approach. The teachers in the classroom implement three stages of the genre-based approach:

1. Building knowledge of the field (BKoF)
2. Modelling of the text (MoT)
3. Independent construction of the text (ICoT)

In the BKoF stage, the main activity is building social and cultural context. In the MoT stage, the activities are exploring text and analyzing the text. Last, the activities in the ICoT stage are writing text individually and then giving feedback. Moreover, the teachers have skipped the joint construction stage where the students should make a text together in a group before writing text individually in ICoT stage. Thus, the genre-based approach has not been implemented completely.

However, although the teachers only used three stages of the genre-based approach, the text analysis of most of the students’ recount text shows a slight development in terms of generic structures and linguistic features. Teachers have involved explicit teaching, which involved the students participation in the Modelling stage. To conclude, the implementation of a genre-based approach in teaching genre influences the development of students' text.

## 5.2 Suggestion

Based on the findings of the research, the researcher would like to provide the following suggestions.

## 5.2.1 Teachers

The role of teachers in implementing a genre-based approach in teaching genre is essential. Each stage of genre-based approach has its benefits which can influence the development of students' text. Hence, teachers must be aware of the time limitation, resources, and methods of teaching while implementing the genre-based approach in teaching genre to obtain better outcomes.

## 5.2.2 Institution

The genre-based approach is still applicable to be implemented in the current curriculum, especially in junior high school and senior high school, since this approach has a complete package to have students understand the concept of text.

## 5.3.3 Other researchers

Other researchers interested in the same topic are encouraged to observe for more extended amounts of time to obtain more meaningful results and development from the participants. It is recommended that more than one method be used to collect data to obtain more complete results.