

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions regarding research findings and discussion. Therefore, researchers will draw conclusions based on the results of data analysis, researchers will also provide suggestions for teachers and future researchers.

A. Conclusion

Based on data analysis, the researcher concluded that the problem formulation was answered through the results of research regarding the application of Genre Based Approach (GBA) in teaching students' writing at SMKN 1 Kota Kediri. The implementation of Genre Based Approach (GBA) was implemented well in the classroom by English teacher and its implementation is in accordance with the existing stages, namely Building Knowledge of the Field (BKoF), Modeling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT).

Building Knowledge of the Field (BKoF), in this stage the teacher gave students trigger questions about material to be studied. Then the teacher also displayed the material in white board and hold questions and answers about the material. The next stage is Modeling of the Text (MoT), in this stage the teacher provided an example about the material. The teacher also provided an explanation of the definition, social function, structure, characteristic procedure text. Then Joint Construction of the Text (JCoT), in this stage the teacher divided students into pairs. Students are given a procedure text with a theme that suits their major and ask students to identify the structure, social function, and characteristics of the procedure text. In addition, the teacher also asks students to work on some questions that have been given in groups. And the last stage is Independent Construction of the Text (ICoT), at this stage

the teacher gives worksheets to students to work on independently, the teacher asks students to analyze the structure, social functions, and characteristics of the procedure text.

The problem faced by English teachers is the lack of student interest, motivation and concentration in learning. Teachers also find it difficult to develop texts in designing texts that are suitable for students' majors. In addition, students' literacy is also low and the time allocation such as after sports and during the day, causes students to get tired quickly, so this affects the results of writing learning. This research is also expected to enrich studies on the implementation of GBA in vocational schools and serve as a practical reference for English teachers in designing contextual and major-specific writing materials.

B. Sugestion

Based on the findings above, researcher suggest several important recommendations as follows:

a. For Teachers

Teachers must be able to devide time management for both learning and material design. Teachers need to be creative and innovative in implementing the Genre Based Approach (GBA) to support students' enthusiasm and interest in learning English.

b. For Students

Students must study actively and develop their interests and talents in order to achieve the learning goals that have been designed based on their needs.

c. For Further researcher

Further researcher should conduct further exploration of sources and references related to the implementation of the Genre Based Approach (GBA) and develop existing research to improve the quality of research.