

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and several suggestions. The conclusion summarizes the main findings regarding the implementation of the Genre-Based Approach (GBA) in teaching recount text and its

A. Conclusion

This research investigated how the Genre-Based Approach (GBA) was applied in teaching recount text to tenth-grade students at MA Al-Amien, and what challenges were faced during the process. The findings showed that the teacher followed the four main stages of GBA, BCoF, MoT, JCoT, and ICoT, but with some creative adjustments based on her students' needs and the pesantren context. These included asking students to find their own example texts, using videos for building knowledge, forming mixed-ability groups for joint construction, and providing one-on-one support during independent writing. These unique strategies helped make the GBA more flexible and suitable for students with different levels and learning styles.

The study also revealed several challenges, such as limited classroom time, variation in students' English proficiency, difficulty in grammar and vocabulary use, and low confidence during individual writing. The teacher responded to these problems by giving gradual guidance, encouraging collaboration, and adapting her method to support student engagement. These efforts reflect the idea that the success of GBA depends not only on the steps themselves, but also on the teacher's ability to adjust the approach based on the real classroom situation.

Besides describing the application and challenges, this study also offers new insight by focusing on a pesantren-based school setting, which is not commonly explored in other GBA studies. The teacher's flexible way of using GBA and the inclusion of student voices make this research more meaningful. Hopefully, this study can give practical ideas for other teachers who want to apply GBA in similar school contexts.

B. Suggestions

Based on the conclusions, the following are suggestions for improving the teaching of recount text writing using GBA and for future research:

1. For English Teachers

- a. **Strengthening Vocabulary and Grammar:** Teachers are advised to more intensively introduce, practice, and review vocabulary and relevant past tense structures at each stage of GBA, considering students' difficulties in these aspects.
- b. **Optimization of the ICoT Stage:** Providing various tasks or topic options at the ICoT stage that match students' interests can increase motivation. Additional scaffolding or checklists for students who still struggle with independent writing can be considered.
- c. **Time and Activity Management:** Sufficient time allocation for each GBA stage is important. If time is limited, teachers may divide the stages or select essential activities.
- d. **Increasing Student Engagement:** To overcome student passivity in the JCoT stage, teachers can design more interactive group activities or ensure that each member has a specific role.

- e. Considering the Pesantren Context: Continuing to use materials relevant to students' lives in the pesantren and understanding that students may be tired due to boarding school activities can help create a more conducive learning atmosphere.
- f. Providing Formative Feedback: Giving constructive and continuous feedback at each stage of GBA, not only on the final result, can help students correct their mistakes earlier.

2. For the Institution (MA Al-Amien)

- a. Support for English Learning: The institution can consider strategies to increase students' motivation to learn English and reduce their fatigue caused by a tight schedule while attending general lessons.
- b. Teacher Professional Development: Provide support in the form of ongoing training or workshops for English teachers regarding the implementation of GBA and strategies to overcome students' diverse learning difficulties.

3. For Future Researchers

- a. Further Research in Different Contexts: Similar research needs to be conducted in other pesantren-based schools with different characteristics for comparison and broader understanding of GBA implementation.
- b. Longitudinal Study: Investigate the long-term impact of GBA implementation on students' writing abilities across various text types.

- c. Exploration of Other Text Types: Examine the application of GBA for other types of texts within the Merdeka Curriculum at the MA level.
- d. Quantitative or Mixed-Methods Approach: Use quantitative or mixed research designs to statistically measure the effectiveness of GBA in improving writing skills.
- e. Focus on Specific Stages: Conduct more in-depth research on one of the GBA stages, such as strategies to optimize JCoT or ICoT in overcoming student difficulties.
- f. Technology Integration: Investigate how integrating technology in GBA learning can enhance student engagement and learning outcomes, especially in pesantren environments.

These conclusions and suggestions are expected to contribute to the development of English teaching practices, especially in writing recount texts, and serve as a foundation for future research.