CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the description, explanation, and discussion in the previous chapters, conclusions are drawn as the following.

1. In the instruction of recount genre-based writing, the subjects presented two types of grammatical aspects:

   a. Schematic/ generic structure of the text (also termed text- level grammar), namely Orientation ^ Event ^ Reorientation.

   b. Word, phrase, and clause level grammar, namely the simple past tense.

   Subject 1 presented the tense more extendedly in which he covered actional and non-actional, active and passive voice, and regular and irregular verb forms and patterns in three polarities, whereas subject 2 presented only actional sentences in the same polarities.

2. Both subjects presented merely one word, phrase, and clause level grammar aspect that was the simple past tense instead of five aspects: focus on specific Participant, use of material processes, circumstances: temporal and spatial, use of past tense, and focus on temporal sequence. The so practice was underpinned by their notion that meaning in a recount text was largely realized by the simple past tense and that the tense was also complicated for their students to accomplish. This leaves something to emphasize what has been outlined in the theoritical perspective of genre-based writing that characteristic lexicogrammatical features of genres are integral to those genres for it is

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through these features that meaning is built up in a text. In other words, a recount genre deploys the five aspects for the sake of comprehensive meaning making.

3. Both subjects presented the simple past tense indirectly in the context of writing a recount text. This is incompatible to the genre-based writing philosophical assumption which highly motivates context-based grammar. The presentation of grammatical aspects through genre-based writing specifies and regulates contexts to promote students' ability in connecting forms and functions or uses.

4. Both subjects presented the simple past tense by employing traditional and formal approaches. They adopted the approaches because they prioritized in the applicability, practicality, and the suitability of such approaches to their settings and the demand of the writing itself for formal language use which according to them is achieved through traditional or formal approaches to grammar. This is a deviation from a genre-based pedagogy whose assumption holds that functional grammar approach examplifies the guiding principle of presenting any grammatical aspects through any genres. This is so because functional grammar is concerned not only with the structures but also how those structures construct meaning. This is a grammar attempting to describe language in actual use so focuses on texts and their contexts.

5.2 Suggestions

Genre-based writing has been implemented for some years in senior high schools in Indonesia. In fact, the prescribed curriculum for English language education of that level in effect at present is called Genre-Based Curriculum. However, the findings that prompted this research and more importantly those of this study in its own right have served as evidences that the implementation of the genre-based writing is problematic. Problems related to what grammatical aspects to teach and how they are to be taught stemming from divergence of notion on the teachers' side were discovered.

To overcome the existing problems, some worth considering pieces of suggestions are forwarded.

1. Governments through the National Education Department are advised to facilitate teachers in service of teaching English in senior high school with training and upgrading in genre-based writing and functional grammar by inviting professionals with creditted expertise in the related fields as keynote speakers.

2. Universities or colleges which prepare prospective senior high school English teachers are suggested to provide writing and grammar courses with emphasis in genre theory and functional approach.

3. English teachers of senior high school are greatly encouraged to establish teacher's forum through which those with better proficiency at genre-based writing and functional grammar can do a "brain drain", and act of disseminating knowledge and skill from the experienced to the inexperienced.

4. At individual level, every English teacher of senior high school is suggested to enhance his knowledge and skill in genre-based writing and functional grammar by engaging in independent study of related literature.

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