CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the final insights drawn from the investigation on the implementation of the Genre-Based Approach in teaching listening to 10th-grade students of SMAN 1 Sutojayan. It presents a comprehensive summary of the research findings, highlighting the key conclusions about the effectiveness and challenges of the approach. Additionally, it offers practical suggestions for educators to enhance the teaching and learning process. By reflecting on the study's outcomes, this chapter aims to provide valuable recommendations for future implementations and further research in the field of language education.

5.1 Conclusion

In this study, the researcher conducted descriptive research with purposes of narrating the implementation of Genre-Based Approach in teaching listening to 10th grade students at SMAN 1 Sutojayan and narratin the student's response to the Implementation of the Genre-Based Approach in teaching listening.

Based on the observation summary data, analysis of the interview results, and documents analysis, it could be concluded that the implementation of the Genre-Based Approach in teaching listening to 10th-grade students at SMAN 1 Sutojayan has been underway since the method's emergence in the educational world. From the observations, it can be seen that there are four phases in teaching listening using the Genre-Based Approach. The first phase is building knowledge of fields before. In this first phase, the teacher will provide the context and background information on the genre and topics related to the listening material.

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Then in the second phase, modelling of the text, students with the assistance of the teacher understanding the model of the text by gaining a thorough understanding of the specific characteristics of the text. In phase three joint construction, the activity promotes a deeper understanding of the text structure and linguistic features. Lastly, final stages are independent construction, where students will demonstrate their understanding. The teacher properly applied all the four phases, and teaching-learning completed by the teacher quite close with the rules of the Genre-Based Approach. Even applied supporting methods such as graded and leveling questions or material for students with different levels of listening skills master.

According to the teacher, this approach has been highly beneficial in delivering listening material and continues to be used. However, while the approach offers a structured and theoretically sound method for developing students' listening skills, its practical impact on student engagement and comprehension has been limited. Student motivation indeed increased but the teacher still needs to take the role and guide the students in the phases of teaching-learning activity. According to the interview result, the student's motivation and engagement in learning listening skills of the students will improve when they feel connected to the listening activities. This is where the teacher's role as a guide is important. The interviewee stated that bridging the gap and students is essential.

The success of the Genre-Based Approach largely depends on thorough preparatory steps, such as ensuring that students possess sufficient prior knowledge and vocabulary before engaging with listening material. Despite the approach's

benefits, students often struggle with listening activities, especially when the material is challenging and not preceded by adequate pre-listening activities.

Furthermore, additional supportive factors are necessary, including a well-prepared teacher, mastery of the material, a conducive classroom environment, and the student's capabilities. The step-by-step technique, known as "graded," is identified as an effective strategy to enhance student motivation. However, challenges have emerged, particularly regarding the technical requirements for effectively delivering material using the Genre-Based Approach.

Several challenges were also faced by the teacher during the implementation of the Genre-Based Approach in teaching listening to the 10th-grade students in SMAN 1 Sutojayan. Such as:

1) Inadequate headphones and speakers (media), which impacted the effectiveness of listening activities.
2) Students initially struggled with listening tasks and showed signs of disengagement, underscoring the need for continuous motivation and engagement strategies.
3) The limited student's vocabulary, creates a gap between students and the teacher.
4) Limited time while listening teaching-learning activities require warm up and preparation so student's able to feel connected.

5.2   Implication

In curriculum design, the study shows that using the Genre-Based Approach (GBA) can boost students' listening skills. Given these results, it makes sense for schools to incorporate GBA into their English curriculum, especially when it comes to listening exercises. By focusing on different text types and their structures, students can better understand what they're hearing, which is crucial for advanced listening. But, for GBA to work well, teachers need to be comfortable with it. This means there's a real need for ongoing professional development that helps teachers get a solid grasp of genre-based teaching. Training should cover everything from understanding various genres to picking the right materials and designing effective activities that fit within the GBA framework.

There is also a need for teaching materials that are specifically designed with GBA in mind. This could include authentic listening texts that cover a wide range of genres, along with exercises that help students analyze these texts. Publishers and educators should work together to create resources that pratically support the principles of the Genre-Based Approach.

This research adds to the growing body of work on genre-based teaching methods, especially in the context of teaching listening in an EFL setting. It backs up the idea that understanding the characteristics of different genres helps students improve their listening skills. Future studies might explore how GBA could be applied to other language skills like speaking and writing, to see if the approach is just as effective in those areas. Another key takeaway is the importance of genre awareness in language learning. These findings support the theory that when

students know how to recognize and analyze different genres, their overall language proficiency improves. It might be interesting for future research to look into how we can build this genre awareness in younger students or those who are just starting to learn English.

Meanwhile for school and implementation given the positive results, schools should seriously think about adopting the Genre-Based Approach in their language teaching. The study shows that GBA can be a powerful tool for improving listening skills. School administrators and policymakers should consider investing in teacher training and materials development to make this happen. This study also highlighted some challenges, like the need for proper teacher preparation and the complexity of teaching multiple genres. To overcome these, schools might start by introducing GBA gradually—maybe focus on a few key genres first and then expand from there. Ongoing support for teachers, like collaborative planning and peer learning, could also help ease the transition.

5.3 Suggestion

When discussing teaching strategies for listening or planning further research on the Genre-Based Approach in teaching listening, the following suggestions may be useful for teachers and researchers. These recommendations can help enhance the implementation of this approach and improve its effectiveness in a senior high school context in Indonesia.

1) For Teachers

Adjusting teaching methods to cater to students' varying skill levels is essential. Start with simpler tasks and gradually increase the complexity. Providing clear and structured pre-listening activities will help build students' vocabulary and context, making listening exercises more effective. Incorporate activities after listening to reinforce comprehension and ensure students can apply what they've learned

2) For Students

Since it is found that student engagement is important during the learning process, students should actively participate in learning listening activities. Such as asking questions related to the topics or seeking clarification if needed. The expanding of vocabulary also holds an important role in learning skills.

3) For Researchers

Investigating methods to boost student engagement with the Genre-Based Approach can help make the approach more effective. Researching how to adapt the approach to meet diverse student needs, such as varying language skills and learning styles, is also important. Finally, studying how different preparation and support techniques impact the approach's success can help identify best practices for teaching.

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