

## **BAB 5**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 Conclusion**

Whereas the previous researches have investigated the application of genre based learning (Emilia & Hamied, 2015; Noriega, 2016; Wang, 2015; Syarifah & Gunawan, 2016; Horverak, 2016), the present research analysed the learning and teaching activities as reflected in the lesson plan that adopt the genre based learning approach. The study focused on the circumstances that qualify the communicative processes including the circumstances relate to the functioning of social functions, text structures and language features. The analysis found that the circumstances that qualify the communicative processes were not stated in 231 clauses from 9 lesson plans. The analysis discovered the existence of the circumstances that qualify the communicative processes was mostly incomplete. The circumstances relate to the functioning of social functions and text structures were not stated in transactional lesson plans, specific functional lesson plans and functional text lesson plans. The circumstances relate to the functioning of language element were also not stated in transactional lesson. The circumstances relate to the functioning of language elements were only stated in 3 clauses in the specific functional text lesson plans and functional text lesson plans. Therefore, the influential elements that derived from genre based learning (Martin, 2000; Halliday, 1994 Schleppegrel, 2004) were

not planned in the teachers' lesson plans. These findings indicated that the students were not arranged to utilize the text to perform the social functions contextually.

The study also found that the social functions, language features and text structures were seen as the concept in analyzing the text. The text were utilized as the media to learn about the grammar and text structure. In addition, there were some grammar drilling exercises explicitly designed in the lesson plans that was incoherent with the spirit of genre based learning that emphasizes on the goal oriented social processes (Martin, 2000).

## **5.2 Recommendation**

The researches aimed this research as a contribution of learning and teaching activity designed by teachers in the lesson plans from linguistic perspective. SFL offers description of the elements form and investigate its meaning to the context of the language used (Schleppegrell, 2004). SFL interpret linguistic system from the functional semantic perspective (Eggins, 2004). The SFL approach may also be effective way to analyse the text to appreciate the relation between language and its function. Further research is suggested to find out the effectiveness of using SFL approach to design learning and teaching activity in the lesson plans by utilizing its configuration of the process.