

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the results and discussion of the research supported by the data that has been done, it can be concluded that in the practice of teaching and learning English used the English village option model which was developed through the village model. The Exploring of the Village English program is carried out using a Genre Based approach which is often used in the context of non-formal education. The used of this genre-based approach in the English Village context has been tested in the English Village in the village of Nyayum, Landak in order to build interest and independence in learning English. for students who are elementary school students in Nyayum village. The English Village practice is here to build the English communication skills of children in nyayum village with the concept of less material, more practice, meaning less material, lots of practice. Communication here is not only limited to verbal communication but also written communication which is very important for children's future.

This research was conducted on students of grades 4,5 and 6 elementary school in Nyayum village. At the observation stage, researchers found problems that occurred to students, especially in vocabulary, oral and written competence communication. So the researchers decided to use a genre-based method when carrying out learning activities, the researchers applied 4 stages in teaching, namely English Village using a Genre-Based Approach with teaching procedures to build field knowledge, modeling, joint construction, independent construction and using explicit teaching principles and scaffolding, with student text in the form of a worksheet to students, which aims to enable students to achieve verbal communication but also students' written communication in the form of oral and written through this method. The research method used by the researcher is a case study descriptive research. The aim of this research is to find out how to practice a genre-based

approach in teaching English to English village students in Nyayum village, Landak, West Kalimantan, Indonesia. This study uses a worksheet to analyze students abilities. Researcher set three levels of criteria, namely high, medium, and low achievers. Data collection techniques used in this study were participant observation, interview sessions, and documents. While, data collection was obtained from audio recordings, field notes, worksheets, and documentation.

In this study, the researcher used source triangulation in which in this study the researchers compared the results of observations, interviews, worksheets and documentation to see their validity. The data analysis technique used is text analysis using thematic analysis. Text analysis was carried out to analyze students' written and oral documents or texts, Thematic analysis was carried out to analyze field notes and worksheets. there is a six-phase framework for conducting thematic analysis Become familiar with the data, Generate initial code, Search for themes, Review themes, Determine themes and Write, While the data analysis technique, the researcher uses qualitative data.

Based on the discussion of the research in this study, the researcher concluded that, by using the genre-based approach, students' skills in communication competence were quite good and improved based on field notes and worksheets. In addition, students also showed a good attitude, enthusiastically enjoyed listening to tutors teaching during the teaching and learning process very well and helped researcher in the English learning process. Student texts also play an important role because it is a teaching language that helps tutors and researchers in teaching and practicing English village. They also ask questions if they do not understand the material presented.

Based on the data obtained from the worksheet, the researcher found a significant increase in students with high achievements represented by Anastasia Niken, students with medium achievements were represented by the Enjel while students with low achievements were represented by Aureli

Natasya). This shows that by using the genre - based approach to achieve the competence communication skills of students obtained from qualitative data, it is successfully applied when conducting research because is very helpful for students to improve students understanding in practicing English, this can be seen from the increase in students communicative competence in learning English at each meeting using student texts, This shows the need for English village practice in learning English.

## **B. SUGGESTION**

Based on the research results and conclusions, there are several suggestions as follows:

1. The village government, the implementation of the English village program is expected to improve human resources (HR) in the village, especially in learning English which is very important for village children in elementary schools who are eager to learn English.
2. Tutors, this research is expected to improve understanding and ability in teaching and as an evaluation material in learning.
3. Students, this research is expected to increase communicative competence in learning English
4. Researchers Other, this research is expected to be a guide and reference source for developing research related to the practice of the English village in case studies on the village model.
5. Readers, this research is expected to add insight and understanding about the practice of the English village in the case study and can make a positive contribution in improving the communication skills of English competence regarding research in the English village.