CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to investigate the teachers' ability and problems in composing argumentative texts as well as possible solutions for the problems encountered by the teachers. After exploring the issues to investigate through texts analyses and interview data as presented in the previous chapter, this chapter highlights the conclusion of the present study that is closely related to the research problems presented earlier in Chapter 1. This chapter also offers suggestion both for further researchers and practitioners. On the basis of the findings, which may not be generalisable to other settings, several conclusions and recommendations can be proposed below.

5.2 Conclusions

Three research problems investigated in this study include teachers' ability in composing the argumentative texts, the problems encountered by the teachers in composing the texts and possible solutions to overcome the problems emerged. As discussed in detail in the previous chapter, it can be observed that the teachers show their ability to make use of appropriate features required to compose good Expository texts. However, the analyses also indicate that there should be serious efforts of improving the teachers' professional competence.

With regard the first research problem, it is found that the teachers – with varied results among them – to some extent have been able to demonstrate appropriate strategies to compose the targeted texts. Referring to what has been suggested by Martin (1985), Derewianka (1990), Anderson

and Anderson (2003), Paltridge (in Johns, 2001), Knapp and Watkins (2005), Rose (2008), Uribe (2008) and Christie and Derewianka (2008), it can be concluded that the teachers possess successful grasp and understanding of the demands of the generic form of arguing genre, to achieve the purpose and the function of the genre. In addition, the grammatical analyses indicate that the writers had successfully attempted to use some of the main conventions of written language and argumentative discourse with consistency and accuracy. To construe textual metafunction, the teachers could efficiently employ linguistic devices as well as a combination of thematic progression (the *theme reiteration, zigzag* and *multiple theme progression*), which is a feature of more written-like texts, to strengthen the text's coherence and cohesion. Meanwhile, referring to experiential metafunction investigated, it is found that the teachers could demonstrate their ability to use various linguistic resources, which again show the teachers' capacity to create a more written-like compositions. Finally, interpersonally, the writers could efficiently use various linguistic resources to create forceful but objective arguments, and to effectively communicate with an audience or the readers.

Despite the findings above, the discussions also reveal that not all of the teachers' texts can be considered successful texts. This can be identified as few errors in syntactical matter occur within the texts of some of the teachers. It can be concluded that the teachers have weaknesses related to the ability of developing better paragraphs through appropriate use of multi-layer Theme strategy, the use of conjunctive adverbs to convey modality and the use of inappropriate linguistic features such as the use of universal/realis

statement, inconsistency of representing himself within the text, as well as a use imperative mood which may disturb the quality of the texts of such genre which are also underlined by the experts mentioned above.

With regard to the second research problem, it is found that the teachers had problems mainly with managing their time to carry out the task which gave rise to their inability to give maximum efforts to work with the texts. In addition, their background knowledge and language competence as well as their commitment to carry out the task also appeared to be problems in producing the texts. As for the third question, the possible suggestions elicited deal with the idea of providing efforts to motivate the teachers to write, and training to improve the teachers' ability. Those suggestions will be elaborated and presented in the subsection below as it will be formulated as suggestions as the teachers urged.

5.3 Recommendations

The recommendations formulated below are derived from what the teachers suggested as well as what could be inferred from the experts and previous studies. These are practically for teachers themselves and methodically for any related further studies in the future.

First of all, it is advisable that the teachers derive their own intrinsic motivation and commit themselves to improve their professional competence, particularly in writing. Technically this commitment can be realized by attempting more writing practices as it would benefit themselves as professional school teachers as suggested by such experts as Johnson (2004) and Ramet (2007) and previous studies carried out by among others

Rahman (2005), Ediger (2006), Mendelsohn (2006), Liu (2007), Ebata (2008), and Wu (2008).

In addition, effective teacher trainings need to be carried out in order to maintain and improve the teachers' professional competence. This could be held by optimizing the functions of the existing teachers association in the region or by joining other appropriate programs initiated by government. Such programs may concern the issue of SFL and GBA within the curriculum development as well as practical knowledge related to writing ability. This has been urged by Kuncoro (2009) in *The Jakarta Post daily* as he mentioned that "Giving more chance for teachers to have professional development training is a need to boost education quality".

The last recommendation is related to further studies concerning this subject matter. It is suggested that the next related research deals with a bigger number of participants within different contexts to get richer and more reliable data. It is also necessary to consider the effective teachers' time to execute the project to minimize any potential external factors which may hamper the process, such as teachers' regular activities and schools' agenda.