

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This section provides conclusions and offers recommendations. The conclusions are formulated from findings and discussions of the research in answering the research problems. The recommendations, which are proposed to English teachers, are intended for the improvement of English learning process. For further researchers, the recommendations are expected for the improvement of future research, specifically in analyzing students' writing.

#### 5.1 Conclusion

Having analyzed the students' narrative texts and portray how the generic structure, transitivity, and grammatical errors in the students' texts, the conclusions taken from findings and discussions of this research are as follow.

1. In terms of general understanding, most of the students have acquired the main purpose and the schematic structures of a narrative text. This conclusion can be taken according to several research findings. Firstly, from the total 34 students, there are six students who failed to write a narrative text as they were directed. Secondly, the result of analyzing the schematic structures on students' work proves that their texts meets the text organization requirement as a narrative. Lastly, The interview result, both from the teacher and the students confirmed the students' knowledge of narratives

2. Regarding to the transitivity analysis, the processes and circumstances found from the students' text are varied. Material processes seem to be the most-appearing process in students' writing. This is to describe the serial action of events which are performed by the actor in their texts. Mental process comes as the second most-appearing process followed consecutively by relational process. In addition, the circumstances of time, manner, and place frequently appear in the students' texts to enhance the story.
3. Students' grammatical errors found in their works are varied. Accordingly, the occurrence of error frequency starts from the error of verb pattern, sentence sprawl, and punctuation. These errors are caused by a number of over-generalization, ignorance of rule restriction and incomplete application of rules that students do while they are writing.
4. To give an evaluation on students writing is a crucial issue. Students may not notice to the errors and mistakes that they made. This causes students to repeat the same errors and mistakes in the future

## **5.2 Recommendation**

There are some recommendations which can be useful for English teachers and further researchers. The recommendations, which are based upon findings of the research, are as follows.

1. It is suggested that teachers use other approaches of teaching writing in accordance with the genre that is being taught. Teaching grammar rules separately would lead students to be unable to write a complete and

functional text. In the other side, giving a material about texts by ignoring the supporting aspects may lead students' works to be less communicative or even fail to deliver its message.

2. Teachers are suggested to pay attention with the transitivity system of the students' works. Assessing this aspect may investigate the quality of their writing. Based on this assessment, teachers would gain information which is helpful to improve students' writing ability.
3. For another further research, it is important to make other attempt in other SFL aspects, such as the thematic system and/or mood system. Besides, further research may portray the other kinds of genres. Afterward, next research may focus on problems of the implementation of teaching writing.