

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions of the study. The conclusions are formulated from the research questions and are aimed to give conclusion remarks about the study on investigating the students' recount texts. The suggestions present the recommendation for related parties and further research in the related topic.

#### 5.1. Conclusions

The study was aimed at investigating the students' recount texts in terms of the generic structure and the linguistic features. In regard to the linguistic features, Transitivity system of Systemic Functional Linguistics was applied to analyze the writings. The main findings show that most students (Student 1, Student 2, Student 3, student 4 and Student 6) applied the generic structure of recount text and used them as guidance to write good and acceptable recount texts. The writings consist of orientation, sequence of events, and re-orientation (Anderson & Anderson, 2003; Emilia, 2010). Only one student did write the re-orientation part in his writing. In regard to text organization, only four writings were organized well; that means all structures were written in different paragraphs. One writing was actually well-organized if the student put three parts of the generic structure in different paragraphs. The other one writing did not include the re-orientation part.

In regard to the linguistic features, all students applied the linguistic features of recount text as suggested Gerot & Wignell (1995) in their writings. The linguistic features in recount text include the use of specific participants, circumstances of time and place, the use of first person, the use of temporal and additive conjunction, material processes, and simple past tense. Unfortunately there were ungrammatical structures found in the students' recount text. Most

problem were caused by the inability of applying regular and irregular verb form of simple past tense, the use of present tense, subject-verb agreement, gerund, to-infinitive, word choice, derivative form, conjunctions, prepositions, and articles. The ungrammatical structures that were found in students' recount text were caused of knowledge deficiency (Richards, 1971). It might be due to the lack of knowledge and practice in English grammar that is different from the students' first language grammar. Therefore, they were confused of several structures in English.

## **5.2. Suggestions**

There are two suggestions for this study: recommendations for related parties and recommendations for future research in the related topic.

The recommendations for related parties include the recommendation for English teachers. They should provide constructive feedback on their students' grammatical mistakes and ask them to revise their work. The students should also be given more time to practice their skill at writing in English both inside and outside the class. The students also have to build their self-motivation to be able to communicate in English well so that minor mistakes in both oral and written skills will be minimized.

For the further research, one recommendation is drawn. A study included bigger number of participant shall be conducted with a different text type.