

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations of this study. The conclusion is based on the data presentation and the discussion of the findings from the previous chapter. The recommendations offer some suggestions for the teachers and further researchers who have desire to conduct further study concerning the topic.

5.1 Conclusion

This study is focused on analyzing students' ability in writing Hortatory Exposition text and finding out the students' difficulties in writing this genre. The purpose of this study is to figure out students' ability and difficulties in writing Hortatory Exposition text in terms of its schematic structure, linguistic features, transitivity and theme system. It was conducted in a public senior high school in Bandung, West Java. A qualitative case study was employed to answer the research questions.

This study found out that in terms of level of ability, the students' scores range from 1.6 to 2.7 out of 3 with 2.1 as the average score. The scores indicated that the students' levels of ability are concentrated in middle level, range from 1.8 to 2.4. In term of the schematic structure of Hortatory Exposition Text, the low and middle achievers encountered problems related to the Thesis statement, well elaborated arguments and the Recommendation. In Thesis part, a low achiever's text, text 20 did not state the Thesis statement. In arguments part, low achievers stated irrelevant arguments without giving elaboration. Moreover, the middle achievers were competent to elaborate the arguments but those arguments were not written in different paragraph. Instead of giving recommended action, the Recommendation part of low and middle achievers consists of the summary of the text which indicates the characteristic of Analytical Exposition. High achievers

Nurul Isra Fauziah, 2014

Identifying Students' Ability and Difficulties in Writing

Hortatory Exposition Text

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

understood the schematic structure of a Hortatory Exposition Text which consists of thesis, arguments, and recommendation as proposed by Gerot & Wignell (1994) and Emilia (2011, 2014). The high achievers also had the ability to write a mature Hortatory Exposition Text which elaborated and developed each argument to form paragraph as suggested by Martin (1985).

However, all high, middle and low achievers are proficient to apply the linguistic features of Hortatory Exposition Text as proposed by Beach & Appleman (1984 as cited in Setiadi, 2006), Gerot & Wignell (1994), Almasi (2003 as cited in Setiadi, 2006), Martin & Rose (2008), Lirora & Cuevas (2009) and Emilia (2011). The texts were typically written by using simple present tense. The texts used mental verbs, connectives, modal, technical terms, various text structure and evaluative language. One of the characteristics applied in small number and leads to mistake in grammatical structure is the usage of passive voice. Instead of that, several problems in writing, proposed by Silva (1993 as cited in Brown, 2001), Saddler (2006) and Farooq, et al. (2012) were found in students' texts. It verified that the students encountered difficulties in spelling specifically when dealing with technical terms, diction, and grammatical structure particularly when writing complex sentences.

Experientially, the students were skilled to express material, mental and relational processes in the text as proposed by Gerot & Wignell (1994). Furthermore, various types of processes were found in middle and high achievers' texts. The high achievers also accomplished the characteristic of Hortatory Exposition text as suggested by Gerot & Wignell (1994), to use relational processes as the dominant process in the text.

The textual metafunction analysis proved that all texts presented various types of Theme, including topical unmarked Theme, topical marked Theme, textual Theme, interpersonal Theme, and multiple Themes to make a coherent text. In addition, the students employed various thematic progressions in the text. However, the low achievers tended to overuse theme reiteration pattern or the same Topical theme that made the text boring and undeveloped (Eggins, 2004).

Nurul Isra Fauziah, 2014

*Identifying Students' Ability and Difficulties in Writing
Hortatory Exposition Text*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Meanwhile, the middle and high achievers showed the ability to use multiple Themes pattern.

Overall, the findings indicated that the students still need improvements in terms of schematic structures specifically in elaborating arguments to make the idea proposed by the writer more convincing and logically acceptable. The students also need more practice particularly when dealing with complex clauses and passive voice.

5.2 Recommendations

Based on the findings, discussions, and conclusions of research result, there are some recommendations for teachers and further researchers regarding SFL analysis of students' text.

Firstly, for teachers, it is suggested to use SFL analysis to analyze students' texts because it provides the teacher with detail information. It also may reveal the quality of students' language ability. Furthermore, the teacher will be able to give appropriate feedback and guidance for the students.

Secondly, for further researchers, the SFL framework can be used to analyze different genre. Moreover, other system of SFL such as the Mood System can be used to figure out the interaction of the writer and the readers or the characters in the text.