

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusion of the research and offers some suggestions for further research. This chapter is divided into two major parts, with the first part is aimed at giving concluding remarks about the current research and the second part deals with suggestions for related parties and further research in related topic.

5.1 Conclusions

Based on the finding of the analysis, it showed that the students generally have developed their story based on the generic structure. It was revealed that the obligatory parts appeared in all students' story. In other words, the students were able to explain information needed in the beginning of their stories and were able to apply particular features to link each event. However, low achiever students still faced difficulties in developing their stories.

Although the obligatory parts of recount appeared in all students' story, the optional part (reorientation) did not appear in all students' story. In other words, the students did not provide their reflective comments toward the events they had experienced. Therefore, it is suggested for the teachers to give understanding that the students may also tell their personal feeling toward the events they had experienced, such as feeling happy, excited, etc.

In terms of linguistic features, there are some students who still find it difficult to apply one feature, namely past tense. S1HA and low achiever students did not apply past tense when they recounted their stories. However, all students have applied other features such as mentioning specific participants in their story,

applying the first person pronoun, circumstance of time and place, applying conjunction to link each event with other events, and material process.

In regards to grammatical difficulties, the students still find it difficult to apply correct form of process. It is shown by the dominance of misformation error (54%) and omission (35%), followed by addition (8%), and misordering (2%). The first two types of errors were mainly related to errors in terms of process (verb) and preposition. The finding was also supported by the teacher's statement that the first two types become the most frequent difficulties faced by the students.

The current research also discovered three possible causes of the students' difficulties based on the teacher's and students' interviews; the students still do not understand in applying correct tense, lack of knowledge in vocabularies, and nervousness due to lack of exercise.

5.2 Suggestions

From the conclusion above, this study offers some suggestions for the teacher and the further research.

There are two suggestions for teachers in connection with the students' difficulties in retelling past experience. First, teachers should give exposures to the students about the stories or texts with appropriate structure and other features, so that the students can comprehend how to retell experience appropriately. It is also an implicit way to explain about grammatical features applied when retell past experience. Second, teachers should promote certain activities which allow the students to train their capability of speaking after given the exposures as stated before.

The current researcher also provides some suggestions for other researchers who are interested in related topic. First, this study can be a reference for other researchers who are interested in the issue. Furthermore, the other researchers can analyze the students' difficulties in other text types or other context of speaking such as describing others, discussing particular matter, etc. Analyzing different level of learners is also essential to enrich the related

literature. Second, since the students' problems have been revealed in the current research, the other researchers may also attempt to discover certain techniques to solve the students' problems.