

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The previous chapter has presented the analysis and the discussion towards the finding of the text types, the schematic structure and the linguistic feature of students' scientific texts. Then, this chapter provides conclusions of this study and some recommendations for further study. The *Conclusions* section begins with a brief description of the background, the research problems, the main findings, and the conclusion. The *Recommendations* section contains of suggestions which are intended for the improvement of future research, particularly in Scientific Students' Texts Analysis using Transitivity System, for teachers, students, and also other researchers.

5.1 Conclusions

This study concerned with analyzing Transitivity on International Program of Science Education (IPSE) students' writing texts. The aims of this study were to find out how students' academic writing texts in science class are and the students' difficulties encountered during the process of writing their texts.

The value of analyzing students' text using SFL in terms of the Process, Participants, and Circumstances is enabling the researcher to determine whether the texts succeed to achieve its purposes (Emilia, 2014). In this study, Transitivity System was also particularly used as the tool to identify the type of the texts.

The findings show that two of six texts are categorized as Factorial Explanation Text, the other three texts are categorized as Descriptive Report Text, and one text remains unidentified because it consists of the element of descriptive text and the element of explanation text. Most of texts were constructed with poor organization of informational sentences. However, most texts have succeeded at aiming a particular purpose.

In terms of students' ability, one high achiever student, one middle achiever student, and one low achiever student have applied appropriate generic structure of Factorial Explanation Text and Descriptive Report Text as suggested by Martin & Rose (2007), Knap & Watkins (2005, and Emilia (2011). Meanwhile, one middle achiever (Student 3) and one low achiever student (Student 5) did not apply a complete structure of Descriptive Report text and one achiever student (Student 2) did not apply the generic structure of any text type seen by the misplaced sequence of the elements in the text. Those findings show students' limitation in organizing their idea in the text and their knowledge limitation of texts' structures. Thus, this study is relevant with Emilia's (2005) which noted that explicit teaching writing by applying Genre Based Approach for students is needed.

In terms of the linguistic features of each text, the linguistics feature of Factorial Explanation Text and Descriptive Report Text as proposed by Knapp & Watkins (2005), Martin & Rose (2007) were found in some texts. The texts also accomplished the characteristic of Explanation text and Descriptive text with Relational Process and Material Process as the dominant processes found in the text. However, most of texts only succeeded in presenting two scientific features: Technicality and authoritativeness. Meanwhile, high informational density and abstraction were not well developed.

The difficulties in writing the texts encountered by all the students regardless of their level of achievement are vocabularies, writing style, word choices, grammar, and schematic structure of text. Those difficulties are in relevance with the findings from the analysis of the texts. Other difficulties which are not related directly to the features of the text but they are related to the general challenges for students are generating idea to start writing the text, and the long duration of writing the text.

It can be seen that the science students' writing skill is needed improvement in terms of schematic structures and linguistic features specifically

in organizing the text by following a certain criteria of scientific text types. Thus, the students need guidance and more practice particularly in the process of writing their texts.

5.2 Recommendations

In relevance to the findings, discussion, and conclusions of the present study, the following suggestions are intended for a better significance of future research. Some suggestions covered derive from the limitation of the study. The suggestions are:

First, it is suggested to apply explicit teaching about the schematic structures and linguistic features of scientific texts by English teacher for scientific field in any university level. Teacher can guide students to select technical words appropriately and to organize information from many resources into their writing.

Second, it is suggested for further research to analyze other scientific texts using Transitivity System to reveal some specialized language needed generally in academic writing. Moreover, the future study may use different tools or other metafunctions to give more insight and better contribution for educational purposes in terms of teaching writing in some particular fields.

Third, to elevate students' comprehension of text type, teaching writing with particular approach such as Genre Based Approach (GBA) which came from SFL concept is recommended to be applied by English for Academic Purpose (EAP) teachers.