CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research. Moreover, this chapter also includes the suggestions section, presenting some ideas for the development of the further research regarding the investigation of texts by using Systemic Functional Linguistic Analysis.

5.1 Conclusions

This research focuses on investigating the teachers' ability in writing and understanding about report text. Regarding this, this research aims at observing the teachers' professional competence by investigating the report texts written by three English teachers in a junior high school in Ciamis in terms of schematic structure and linguistic features. Thus, in order to achieve this aim, a qualitative case study involving text analysis and interviews was employed in this research.

To begin, based on the results of texts analysis, it is found that in terms of schematic structure five out of six texts respectively composed by Teacher 1, Teacher 2, and Teacher 3 have applied the appropriate schematic structure of a report text as proposed by Butt et al. (2006), Emilia (2011), and Gerot and Wignell (1994), meaning that, to some extent, the teachers have a good control in understanding a report text in terms of its schematic structure. However, apart from the previous statement, as one of the two texts composed by Teacher 2 does not follow the criteria of a report text in terms of its schematic structure, it can be inferred that Teacher 2 still has unstable understanding about the schematic structure of a report text.

Subsequently, in terms of linguistic features, it is revealed that, generally, five out six texts respectively composed by Teachers 1, 2, and 3 have employed appropriate linguistic features of a report text as suggested by Derewianka (as cited in Emilia, 2011) and Gerot and Wignell (1994). Regarding this, it can be assumed that, to some degree, the three teachers have sufficient ability in applying appropriate linguistic features of a report text in the texts that they composed.

79

Nevertheless, since one of the texts written by Teacher 2 cannot be considered as a report text, most of the linguistic features used in that text does not suit the linguistic features commonly found in a report text. Therefore, it can be assumed that Teacher 2 needs to improve her understanding toward report text, so that the report text that she composes will not overlap with the other genres or text types.

Furthermore, still related to linguistic features aspect of the report texts written by the three English teachers, experientially and interpersonally, the three English teachers have shown that they have sufficient ability in implementing various processes and a type of Mood relevant to the genre of the text. Moreover, in relation to textual metafunction, it is found that generally the texts composed by each teacher have employed a variety type of Themes, including unmarked and marked topical Themes, interpersonal Themes, and textual Themes, in order to establish coherent and cohesive report texts. Subsequently, related to Theme progressions, it is revealed that most of the texts composed by the three English teachers mainly employ Theme reiteration patterns and zig-zag patterns, although these patterns generally occur for short periods of time.

To sum up, the findings have led to a final conclusion that to some extents the three English teachers have demonstrated sufficient ability in applying appropriate schematic structures and linguistic features relevant to the criteria of a report text, meaning that generally the three teachers have sufficient professional competence in understanding the subject matter about report text. However, some improvements in understanding and writing about report text, especially in terms of its schematic structure, linguistic features, and Theme progressions, are needed in order to enhance the teachers' subject matter content knowledge about report text.

5.2 Suggestions

Considering the findings, discussions, and conclusions of this research, there are some suggestions addressed to the English teachers and further researchers regarding Systemic Functional Linguistic Analysis of English teachers' texts.

Firstly, for the English teachers, it is suggested that the English teachers involved in this research can use the results of this research as the reference to facilitate them to engage themselves in self-reflection and evaluation that will lead them to an opportunity that enables them to update their knowledge and understanding about the subject matter, in this case about report text. Thus hopefully, it will also lead to the improvement of the quality of their teaching.

Secondly, for further researchers, reflecting from the results of this research, it can be said that investigating another text type composed by English teachers using Systemic Functional Linguistic Analysis needs to be conducted. Moreover, adding the modality system is also recommended to get more information about the texts being analyzed.