CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sections. The first section discusses the conclusions in accordance with the findings of this study, and the second presents some recommendations. The recommendations provide directions for further research that focuses on text analysis by using Systemic Functional Linguistic concerns. In addition, some recommendations are also presented to the teachers and students in the effort to enhance the teaching learning processes.

5.1 Conclusions

This study concerns how the students use Mood structure in Recount texts. It was conducted in one vocational school in Bandung. This section presents the answers to the research questions, i.e. how the students use mood structure in Recount texts and how the use of mood structure contributes to the fulfillment of the social purpose of Recount texts.

With regard to the first research question, it is found that Mood structure is realized in the Subject and Finite. It is found that the students use Subject which is realized in personal pronoun, proper noun, and common noun. These three forms of Subject are appropriate with one of the linguistic features of Recount text, i.e. the wide use of specific participants. Despite a few grammatical errors, in general the students are able to realize the Subject to support the construction of Recount texts.

In addition, the students also use the Finite, which involves tense operator, modal operator, and polarity. The use of the Finite indicates that the students are able to distinguish between facts (realized through temporal operators) and judgments (realized through modal operators). The students are also able to make both positive and negative propositions. Some grammatical errors are still found
in the use of verb forms indicating the past time; however, the errors do not seem to ruin the students’ awareness of facts and judgments.

As for the second research problem, it is found that the Mood structure used by the students contribute to the fulfillment of the social purpose of Recount text, i.e. to retell past events or experiences and entertain. The use of Subject to refer to specific participants helps shape the events/experiences, which are normally conducted or targeted to specific entities. The use of the appropriate tense operator contributes to the description of some acts in the past.

Based on the above findings, it can be said that the understanding of how the Mood structure works supports the achievement of learning outcomes or basic competencies as stated in the 2013 Curriculum for vocational school, especially the basic competence 4.14 concerning Recount text production. Teachers can explore this concern by exposing students to it through modeling and construction activities.

5.2 Recommendations

Based on results of the study, there are several recommendations addressed to English teachers and further researchers who are interested in similar research. First, teachers are recommended to pay attention to students’ ability to indicate facts and judgments in writing. Second, it is recommended that teachers and students explore how facts and judgments are realized grammatically, through the correct use of verb forms and modal operators. This can be achieved through appropriate modeling and construction activities.

Second, some recommendations are proposed for further research. First, this study focuses on an analysis of Mood structure (interpersonal metafunction) in students’ Recount text. Further research may examine the realization of different metafunctions in students’ Recount texts. Second, further research may analyze Mood structure in different genres. In addition, this study analyzes only the Mood in students’ Recount text. Further research may also include the Residue in the analysis. Finally, this study focuses on the analysis of Mood
structure in students’ text at vocational school. Further research may examine the Mood structure in students’ texts at different levels of schooling.