CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions of this study and some recommendations for further study. The conclusions are formulated from the research questions and are aimed to give conclusions remarks about the study on investigating the students’ ability in writing recount texts. The recommendations present the suggestions for related parties and further research in the related topic.

5.1 Conclusions
This study focused on the investigation of six recount texts written by junior high school students. This study aimed at investigating the students’ ability in writing recount text in terms of its criteria and the difficulties faced by the students in writing the texts.

While it was generally seen that the students were capable in writing recount texts based on the schematic structure, most students had difficulty in arranging and distributing their ideas to the paragraphs. They tended to write the story without considering the relevant content of each paragraph. This might happen because of the teaching technique used by the teacher in teaching the text. Since the teacher taught the theory regarding recount text in one meeting and asked the students to write their own text in the next meeting, the students were lack of practice in writing the texts. Therefore, even though the students seemed knowledgeable about the schematic structure of recount text, they were incapable of applying their knowledge to the writings.

With regard to the linguistic features, most students were capable to include all features in their texts. Moreover, their recount texts have accomplished the characteristic of recount text with material process as the dominant processes used in the text. In addition, some students employed mental process and relational process in expressing their personal comment about their past experience. This means that they were aware that they should employ relevant linguistic features. However, some students who were incapable of writing a good
recount texts, but able to compose a story about past experience were likely to accomplish some characteristics of linguistic features. This happened because in writing the story, they certainly included personal pronoun, circumstance of time and place and material process.

With regard to the purpose, despite the failure in arranging the schematic structure, most students were capable of retelling about their past experience sequentially using the temporal conjunction or time connectives. They also expressed their feeling about what they felt about their experiences. Moreover, the dominant use of material processes and circumstances of time and location occurred are in accordance with the purpose of recount text. Therefore, all students’ texts are considered has fulfilled the purpose of recount text that is retelling past experience in the order in which they happened.

Nonetheless, most students encountered difficulties in writing recount texts. The difficulties are realized by some errors found in their texts such as subject-verb agreement, preposition, article, singular-plural noun, word choice and word order. This might happen because the students were lack of grammar knowledge. Most students stated that their most significant problem in writing is translating the text from Indonesian into English. Therefore, there were failures in applying English grammar in the translation result. The errors might also happen because the students misused translation tools. Some students who were incapable to compose a sentence were likely to use a translation tool in producing the sentence. However, because their knowledge about their own language were not good enough, they translated their ungrammatical language into English which resulted grammatical errors.

5.2 Recommendations
In relevance to the findings, discussions, and conclusions of the present study, the following suggestions are intended for teachers who teach English text types and a better significance of future research using transitivity analysis.

Teachers are suggested to teach and encourage the students to use appropriate English-Indonesian dictionary and not to depend on translation tool.
Before asking the students to write a text, the teachers have to make sure that the students are capable of writing sentences in English. In addition, teachers are recommended to give feedback to the students’ writings. The feedback can be given in the drafting phase of the writing before the students produce the final draft. By practicing in the drafting phase while getting feedback from the teachers, the students can improve their writing skill. The teachers also can identify difficulties and problems faced by the students found from their writings.

Besides giving feedback to the students’ texts, teachers are also suggested to guide the students to use, for instance, recount skills checklist (see chapter II) to make them sure that their writings fulfill the purpose, schematic structure and linguistic features of recount text.

Moreover, besides applying transitivity analysis, future researchers are also recommended to apply theme and rheme analysis to get an in-depth information regarding students’ ability in organizing and developing their ideas in writing. In addition, the researchers are suggested to employ error analysis focusing on grammar to analyze the errors made by the students in their writings. By applying error analysis, the researchers can analyze the errors and the causes of the errors in the students’ texts appropriately.