CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents two main points, i.e. conclusions and recommendations of this study. The first part concludes the way of male and female students represent their experiences in recount texts as well as some pedagogical implications that it brings. The second part, on the other hand, offers some recommendations for future research on gender and representation.

5.1 Conclusions

The present study investigates two research problems. The first is how the male and female students represent their experiences in recount texts, identified from the transitivity system. The second is what implications that the representation analysis gives for English Language Teaching.

Concerning the first research problem, this study reveals that by using transitivity differences of male and female in representing their experiences in recount texts are almost unnoticeable. It is proved by the choice of lexicogrammar in the both male and female students’ texts. They represent their experiences in a nearly similar manner. They generally represent their experiences in their texts dominantly by Material processes. Similarly, in terms of the use of participants, Actor, Goal, Carrier and Attribute are the most frequently used participants and are almost equally distributed in the texts. In other words, gender differences are not visible in terms of lexicogrammar.

Nonetheless, gender differences can be noticed from the choice of topics and linguistic realisations. In terms of topic choices, male students tend to choose self-centred topics, while female students prefer choosing relational topics. Meanwhile, in terms of linguistic realisations, male students tend to use verbs related to masculine
traits (proposed by Ricciardelli & Williams, 1995), such as being competitive and destructive, while female students tend to select verbs associated with feminine traits (also proposed by Ricciardelli & Williams, 1995), e.g. being nurturing and patient.

Meanwhile, with regard to the second research problems, this representation study gives two major implications, i.e. implication for the internalisation of sociocultural values and implication for the teaching recount texts. As for the first implication, this research contributes for the achievements of values that are covered in core competence or KI 2, especially being tolerant and cooperative. This could be done by conducting gender-responsive teaching. This kind of teaching can be conducted, for example, by providing appropriate topics based on both genders’ needs. In relation to the second implication, this research might helpful for the teachers to teach students a Recount text. It is especially about lexical and grammatical choices needed for creating a proper Recount text.

5.2 Recommendations

This study has four recommendations for further research on representation in relation to gender. First of all, this study involves the non-native English learners who still have limited lexical and grammatical choices. As a consequence, it is rather unclear whether the words they write in the texts is the result of their choices or the only words they know. In addition, the grammatical errors found in the texts also lead the researcher to her personal assumptions in the process of analysing texts. Then, it might further lead to the researcher’s subjectivity. Therefore, for further research, it is suggested to collect the texts from more advanced learners or those composed by native users of English.

Second, this study only involved a small number of samples in a vocational school in Bandung. Further studies may expand the number of samples as well as the context of the research. Third, in terms of analysis tool, this study only used transitivity framework to analyse the text. It is suggested for further research to use additional analysis tool in order to see agent deletion on the clauses. Therefore, gender issues can
be discussed more delicately. Finally, in association with text type, this study made Recount text as the chosen one. Further research may select other text types, which are not necessarily included into narrating genre. It can also cover other genre, like explaining, instructing, arguing and describing genre.

Not only for further research, there are also some practical recommendations for English teachers in particular. First, in this study has revealed the presence of gender stereotypes in students’ texts. Therefore, it is suggested for teachers to pay attention to gender issues in their own classrooms and to be involved to reduce the issues by conducting gender-responsive teaching. Second, this study has shown contributions to teaching writing. In this respect, this study has shown the importance of lexical choices to achieve the social function of texts, which in this case is Recount text. Hence, in BkoF and modelling stage, it is better for the teachers to give students exposure to verbal and nominal groups that are usually used in Recount texts. More than that, the teachers are also need to guide them to use those lexical choices in appropriate grammatical constructions, which can be performed in Joint Construction as well as Independent Construction stage.