

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter shows the conclusion and several suggestions of the study based on the analysis. The conclusion states the answer to the research questions about the Recount text's criteria in students' Recount text. There are also several suggestions for the teachers and future researchers related to Transitivity system analysis.

5.1 Conclusion

As conveyed in the Chapter 1, the focus of the research is analyzing the students' recount texts in terms of purpose, schematic structure and linguistic features of recount text criteria. Moreover, the research also aims to find the students' problems in writing the text. The data were six pieces of recount text written by tenth graders of private school in Bandung. In conducting the research, it employed a form of qualitative research design with a case study approach.

Based on the analysis and discussion presented in the previous chapter, the findings of this study can be summarized as follow:

First, the result of purpose analysis in students' texts show that all texts fulfill the purpose of recount text criteria, that is to retell the events in a sequence order. Moreover, five students (the writers of text 2 until text 6) expressed their feelings and thoughts towards their stories which make the stories more interesting to be read (Pyke, 2013, p. 211).

Then, dealing with the schematic structure, the results show that most of the students (four students) did not write their texts based on the schematic structure of recount text criteria as suggested by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000). The four students did not include the re-orientation part in their texts. However, the other two students included the re-orientation element although they did not organize the re-orientation part in different paragraphs.

Third, in term of linguistic features of recount text criteria, the findings show that all of the texts have the elements of specific participant, past tense and material process as well. However, there are two students (student 3 and 4) who did not fulfill the criteria. The student 3 did not include the circumstance of place which is the essential element of recount text. While the student 4 did not add the circumstance of place and also the temporal connectives to relate each event. Then, the Transitivity system analysis shows that all the text dominantly use material process which is the characteristic of recount text. The other processes also found in their texts such as relational, mental, verbal and existential processes.

However, the researcher identified three most frequent grammatical mistakes faced by the students. These three mistakes mostly appear in every student's text: plural, past tense and article. Moreover, the researcher also discovered the other ungrammatical structures in the students' texts, such as verb agreement, limited vocabulary, diction, preposition, noun phrase, possessive pronoun, capitalization, gerund, to infinitive, past participle and first language effect. These mistakes may come from the students' lack of reading, practice and knowledge about English grammar.

Regarding this, the students also admitted that they had some problems in writing the texts. They told that their problems were mainly in term of language. This may mean that they had problems in English vocabulary, so they had to translate each word from their first language to English. It may also appear because English grammatical structure is different from their first language, but since their lack of knowledge about English grammar, they had difficulties in arranging the sentence structure. Next, the students also told that they still had no idea in writing the past tense form. The other problems that they felt are in terms of vocabulary, structure, writing and starting the story.

These results show that there is a relation between the problems found by the researcher, the problems which were told by the students and the result of students' final texts.

Last, the indirect written feedback provided by the teacher presents that it has a great impact in students' writing quality and gives less grammatical mistakes.

In summary, generally, all the students were aware about the social purpose of recount text and how recount text should be written based on its criteria, appropriate schematic structure and linguistic features (the use of accurate participant, connectives, circumstances, past tense and relevant processes types). However, the fulfillment of recount text's criteria was still inadequate for some students. Some students still faced some problems and failures in writing the text, especially grammatical structure. The failure may come from the different level of each student's English knowledge, the duration of the teacher explained the recount text criteria (since each topic in the syllabus can be conducted only in two meetings) and/or unsuccessful application of teaching the genre based approach.

5.2 Recommendation

Based on the findings of the research elaborated above, there are some recommendations for teachers who teach English text types and for the future researchers who are interested in analyzing students' writings.

First, teachers are recommended to apply all stages of genre-based approach learning in the classroom. First, the students should be given some explanation about the social purpose of particular text type, then they should practice writing various text types. By practicing, the students will be more aware in terms of purpose, schematic structure, linguistic features and grammatical structure.

Moreover, teachers are highly recommended to give written corrective feedback towards the students' writings. While it would be even better if the students were asked to write several drafts before getting the final text. This process will improve the students' English writing skill, especially in grammatical structure. Moreover, the teachers also can identify the differences of students' writings in their first drafts compared to the final drafts.

For the future researchers, it is recommended for further studies that the questions in the interview will be deeper and longer in order to get the detail information of the students' texts, problems, understanding, etc. The researcher also should prepare some questions to confirm some clauses or meaning which have some ambiguities in their texts. These will make the analysis of the texts easier.

Regarding this, it also would be better to conduct the interview right after the students wrote the text. By this, it is expected that the researcher can obtain more information about the students' writings.