

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the present study related to the research questions presented in Chapter One. This chapter also gives recommendations for further researchers and practitioners.

5.1 Conclusions

The study aims to investigate the realisation of purpose and identity in students' technical report in terms of generic structure, and the linguistic features used by students in their technical reports to show purpose and identity. The discussion of the previous chapter suggests that from the text analysis, it was found that some students have been able to realise purpose and identity. Regarding the generic structure, some students have the ability in the discourse semantic level to achieve the communicative purpose and identity of each move in a technical report i.e. introduction, methods, results and discussion, and conclusion. Regarding the linguistic features, some students have been able to use the specific lexical choices, the relational processes, the material processes, the passive verbs to show purpose and identity in the discourse community, i.e. a mechanic maintenance.

However, some other students still face some problems in realising purpose and identity in their technical reports both in terms of generic structure and the linguistic features. This findings support the previous studies concerning the purpose and

identity in EFL contexts like those conducted by Ivanic and Camps (2001), Reid (2009), and Goodier (2008) as mentioned in Chapter Two.

The findings gained from the interview revealed that the students were able to mention the purpose and identity of the technical report correctly. However, most of them have not been familiar yet with the concept of the genre particularly in terms of generic structure and linguistic features. This confirms the finding of the text analysis which most of their texts were less coherence and explicit suggesting that they need to be taught the genre (text type) explicitly. In terms of purpose and identity, it is found that students have basically shown a clear understanding on the concepts of purpose and identity although in the text its verbalization is less sophisticated and explicit due to their limited knowledge. All these suggest that purpose and identity should explicitly be taught to the students as will be elaborated in the following section.

5.2 Recommendations

In line with the topic under discussion, there are two recommendations for further researchers to enhance the richness of aspects related to the realisation of purpose and identity in writing a technical report. First, as the scope of the text analysis in this study was limited to the generic structure and linguistic features applied by students in their technical reports, further researchers are expected to deal with more comprehensive analysis and explore other important factors which were not considered in this study, i.e. the comparison of low, middle, and high achiever

students; the comparison of male and females students in terms of purpose and identity; the study on other text types such as argumentative text; and the process of teaching and learning of the subjects related to research and academic writing. Second, further researchers are expectedly to deal with a bigger number of participants to get richer, more comprehensive, and reliable data.

Furthermore, based on the findings, it is recommended that the teacher should teach the genre explicitly to the students, e.g., the generic structure, purpose of the genre, linguistic features, etc, as suggested by Hyland (1999). In addition, scaffolding to help the students use the typical language properly should be given to students. Regarding teaching writing as a process (Gibbon, 2002) and “direct telling” (Callaghan & Rothery, 1989 in Emilia, 2009) of linguistic features more than once for the students, given that there are so many aspects that need improvement. Finally, it is also recommended that the teaching of writing be integrated with other macro skills e.g., reading, speaking, and listening. This way, students can be introduced with various texts and aspects of language that enable them to use language for different purposes and contexts especially in their writing.

Moreover, concerning the results of the study, it is also recommended to the practitioners that all the subjects related to writing in this site and other non English-major programs should allow students to have the capacity needed in research and academic writing, especially in writing a technical report.