

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion drawn from the result of the data findings discussed in the previous chapter. It also presents some suggestions.

5.1 Conclusion

Based on the findings of the study and the discussions, some conclusions can be drawn from the analysis of students' recount text in term of generic structure, language feature, and mechanics. Based on the Ruth. Y.L Wong (2010) and Oshima and Hogue (1999:56:99), the generic structure of the text consists three parts. Those were: orientation which was consisting of (who, where, when), the second parts of generic structure were events that consisted of events 1, events 2, and events 3. The last parts of generic structure was re-orientation, it could be there was the sum of up of sequence event, and it could be sum of up of sequence events. Here the researcher found that the generic structure of students' recount text consisted of orientation (who, where, and when). The second were the events. Here, consisted of events 1, events 2, events 3, events 4, and events 5. Re-orientation consisted of sum of up of sequence event. Dominantly, the writers combined the move of using of when, who, and where. The movement or concept students' generic structure recount text was at their first paragraph included in introductory paragraph and background information about the story. Function the move of using "*when*" at the first time was as the setting of time when the writer did something and the writer moved to explained about "*who*" as the subject of

the story, and then writer moved to write and explained about “*where*” as the setting of place in the story. They directly moved to event included in logical order in chronological order in chronological signal by using “*first*”, “*first day*”, “*in the morning*”, to show the first events or first activity that did by subject in the story, and the writer moved to chronological signal “*after that*”, “*second day*”, to show the second activity or second events and they directly moved to “*then*”, “*our last day*”, to show the last activity or last events as their dominantly in writing events in their recount text. Dominantly, the writer used to use move to re-orientation starting wrote logical order in word and expressions and they moved to write contrast transition as their summary of re-orientation parts.

The other side from inter-rater, he stated that the students’ recount text consisted of three parts as the theory but little bit different with reseacher. The generic structure of students’ recount text consisted of orientation (who, where, when, whom). The second were the events. Here, consisted of events 1, events 2, events 3, and events 4. Re-orientation consisted of the sum of up of sequence event. Dominantly, the writers combined the move of using of when, who, whom and where. Function the move of using “*when*” at the setting of time in the story and they directly moved to write who as the subject “*who*” did something in the story, next the writer moved to write “*whom*” as the object person who did something in the story with the subject, and moved to “*where*” was used as setting place in the story. They directly moved to event included in logical order in chronological order in chronological signal by “*on the first*” day used to show the first events, “*on the second day*” used to show second events, “*in the morning*” to show first events, “*after that*” to show third events, and moved to

“*then*” to show fourth events or last events. They moved to re-orientation starting wrote logical order in word and expressions and they moved to write contrast transition as their summary of re-orientation parts.

The language feature based on Mark and Anderson Kathy (1997:50) in Ani Dita Tridiyan (2012), the language features which used in recount text were: *Past tense, Action verbs, Nouns and pronouns as pronouns, Conjunctions and time/ Chronological connectives, Adverbs and adverb Phrases, Adjectives*. The finding of language feature that used by the student in their text were only found *Past tense, Action verbs, Nouns and pronouns as pronouns, Conjunctions and time/ Chronological connectives, Adverbs, and Adjectives as their recount language use*. It was supported also by the inter-rater. He found the same results with the researcher. So, the language feature of recount text that written by eighth grade students of SMP Negeri 1 Duduk Sampeyan almost complete.

The mechanics based on the oshima and hogue (1997). The mechanics consist of some rules of used punctuation, capitalization, and also commas. The researcher found the mechanics that used by the students in their recount text were the rules of capitalization only number 1.1, 1.2. 4. C, 4. J. And for the punctuation, they used only the rules number 2.1. The last for commas, they used only the rules number 2.1.6, 2.1.7. It supported by the inter-rater but there was differences in number the rules of commas. He analyzed that the students used the rules of capitalization number 1.1, 1.2. 4. C, 4.J. and for the punctuation, they used the rules number 2.1. The rules commas, they used the rules only number 2.1.6. So, the mechanics that used by eighth grade students of SMP Negeri 1

Duduk Sampeyan Gresik was in standard form that as general used by the writer usually.

5.2 Suggestion

In n this paper, the researcher would like to offer some suggestion for the English teacher and the students to improve their ability to write recount text in Order to get the better result. The suggestions are:

5.2.1 Suggestion for English Teacher

The teacher must prepare carefully the material before doing teaching and learning process. And the teacher should know the suitable method of teaching. It is important because it can be influenced the result of the students' achievement in learning. Besides that, the teacher should apply the various classroom techniques such as discussion, role play, etc. It was very useful to make the class when teaching and learning recount text more interesting. The teacher should explain about language feature deeper.

5.2.2 Suggestion for the students.

The students must more pay attention and focus in teaching and learning process. They should practice to improve their ability in constructing the grammatical forms especially in simple past form in order that their writing is better. They also should pay attention and focus in learning pronouns when the English teacher explains about language feature, mechanics in writing, and also the generic structure.

5.2.3 Suggestion for the writers

Hopefully, the writer could increase knowledge about Genre, especially recount text and also the parts of recount text itself.. It could increase the writer's

ability in mastering generic structure, language features, and mechanics in writing of recount text, especially participant and process of recount text.

5.2.4 Suggestion for the readers

The reader should be more interested in English, especially Genre. The writer hoped the result of the research could give input to the English teacher of future English teachers to improve their ability in teaching and learning process. And hopefully, it could help the next researcher.