

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION, SUGGESTIONS

There are three parts in this chapter which are conclusions, pedagogical implications, and suggestions. The first part is conclusion which contains an interpretation from the table of research findings. The second part is a pedagogical implication which discusses some implications of what will be offered in language teaching. The last part is suggestion that contains some suggestions for English teachers and further researcher.

A. Conclusion

Based on the findings of this research, the researcher found that the students used both generic structure of writing in writing their text which are identification and description. The researcher also found that the most dominant process of linguistic structure is a relational process. This is related to the linguistic features based on transitivity analysis in student's descriptive text. Another thing is the communicative purpose of the student's descriptive text. The researcher found that the topic that was mostly used by the students based on the theme given which was "favorite things" were electronics and hobbies.

In short, it can be concluded that the results of writing descriptive texts for class XI students have used the correct and appropriate generic structure as well as linguistic feature. Another thing is the communicative purpose of the descriptive text written by the students. They described their favorite things according to their world, something that they used to do or see in everyday life. In this case, they described their favorite electronics and hobbies.

B. Pedagogical Implication

In this part, the researchers will show the pedagogical implications of the research as a reflection done by the researcher during the research.

1. The Importance of Understanding Generic Structure

Students' success in school depends on their understanding of the text and this understanding is influenced by various features that characterize the nature of the text. In the process of learning, genre does not only help to define and organize text types; it also helps to define the general structure and function of organizing the types of texts rhetorically. Therefore, the pedagogical implication of this research is the importance of understanding the theoretical generic structure of text. The contribution of teaching regarding writing descriptive texts helps

the process of learning English. It teaches how to make a neat and structured sentence. It also helps to avoid mistakes and make texts more informative and interesting for the readers.

2. The Importance Understanding of Linguistic Features

Linguistic features are an important part in writing. Interpreting a text will be much easier if linguistic features are used, such as using correct punctuation and grammar. Using linguistic features can also represent human characters in the author's work or style. Therefore, what can be offered to the world of education understands the linguistic features of a text. This will create a real contribution in increasing the creativity of a teacher on learning process in the classroom. In addition, it can also encourage students' ability to think about the use of linguistic features in descriptive writing.

3. The Importance Understanding of Communicative Purpose

Each type of text is written with a different purpose, this difference is stated in the communicative purpose. After being able to support knowledge about communicative purposes, especially in descriptive texts, another pedagogical implication of this research is to use strategies in learning descriptive texts. To achieve the appropriate communicative purpose, the material needs to be a concern. Learning materials must be in the form of simple general topics about something familiar to students such as favorite objects, films and so on.

C. Suggestions

This part contains some suggestions for English teachers and future researchers that would be helpful.

1. For Teacher

This research showed students' abilities in writing descriptive text based on generic structure, linguistic features and communicative purpose. It is suggested for English teachers to use new strategies and methods in teaching about writing appropriately. The researcher found that some of the students' writings were wrong grammatically, such as the use of simple present tense. Another thing was about the limited vocabulary varieties that the students used. Therefore, teachers must pay attention to the grammar used by students and make the students increase their vocabulary by asking students to memorize at least 5 words in a day. English teachers also have to correct the students' text structure because sometimes students do not understand the descriptive text that is explained. Teachers also have to focus on social functions

because there are still many mistakes that students made when they write descriptive text. The next is suggestions for the author of the book to give variations or can develop the book of descriptive text in oral style (conversation).

2. For Further Researcher

This research only discussed the generic structure, linguistic features based on ideational metafunctions (transitivity processes) and communicative purposes. That is why; further researcher can analyze linguistic features based on this other three processes, namely interpersonal, textual and ideational. Further researcher also can analyze another type of texts using communicative purposes.