CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The objective of this study is to investigate types of genres written by the SMU3 students Medan. In addition, the study attempts to describe the schematic structures of the genres. Then the study is aimed at elaborating linguistic realizations of each genre. In order to gain the objectives, the data collected for this study were thirty texts written by the students in two different settings - controlled and free. After analyzing the data, some conclusions are drawn as follows.

5.1.1 Types of written genres

The students make six types of written genres in controlled and free data settings. The six types of written genres are **Exposition, Description, Recount, Report, Discussion, and Narrative.** The texts are produced in complete schematic structures.

5.1.2 The schematic structures

The schematic structures of each type of written genre follow the stages as:

Exposition (Thesis^Argumentations^Conclusion),**Recount**(Orientation^Events^ Reorientation), **Report**(Orientation^Descriptions^(ClosingExpression)),

Description(Identification^Descriptions^(ClosingExpression/Conclusion)).

Discussion(Issue^Argumentsfor^Argumentsagainst^Conclusion,and

Narrative(Orientation^Evaluation^Complication^Resolution^(Reorientation)).

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5.1.3 The dominant types of written genres in controlled data setting

Exposition and Report are the dominant types in the students' texts in controlled data setting. It happens because in writing the texts, some alternative topics are provided to the students. The students had to choose one of the provided topics as the title of their texts. Besides, the students tend to write about situation, events or institutions that they know well and also they tend to report what they saw, and heard.

5.1.4 The dominant types of written genres in free data setting

Description and Recount are the dominant types in the students' texts in free data setting. It happens because the students are free to choose any topics as the title of their texts. Besides, the students tend to describe about particular things, places, situations or people that they know well and they also tend to tell what they experience.

5.1.5 The Linguistic Realizations

Linguistic realizations that occur in the students' texts in a certain genre have fulfilled the theory of linguistic realizations found in certain types of written genres as stated by Gerot (1994).

5.2 Suggestions

The students produced six types of genres in writing texts. They can produce the six types of genres in their texts without realizing the genre they write. It is for sure that the students will find difficulty if they are asked to write a text in certain types of genres. In order to be able to write a text in certain types of genres, the students should understand the purpose of the text, the schematic structures of the genres and the linguistic realizations used in the genres. In this connection, it is important that the students should master the written genres as well as their schematic structures and also their language realizations. Therefore, it is suggested that the:

1. types of written genres are included in the Basic Course Outlines, in this way the teacher can use it as the guidance in teaching English writing.

2. types of written genres are taught to SMU students from the first level until the third level by which they will have no difficulty when they are asked to write a text in a certain type of genre,

3. schematic structures as the stages in a certain type of written genre are also taught to the students. They should be taught and trained how to write a text in a certain genre such as in writing Exposition, the schematic structures must be Thesis^Arguments^Conclusion. By mastering this, it is hoped that they will be able to write a text in a certain genre by using the right schematic structures casily,

4. linguistic realizations of a certain type of written genre are also taught to the students by which they will understand that to write a text in a certain genre, they must use certain linguistic realizations such as in writing Discussion, they should use generic human and generic non-human participants; Material, Relational, and Mental processes; temporal and spatial circumstances; and the tense used is present tense,

5. the students should be asked to do a lot of practices by asking them to write a text in a certain genre,

6. writing a text in a certain genre should be given to the students in the examination by which they will study hard to master written genres.