

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

The objective of this study is to investigate types of genre written by the students of State University of Medan, especially English department, language and Arts faculty. In addition, the study attempts to describe the schematic structures of the genres. Then the study is aimed at elaborating linguistic realization of each genre. In order to gain the objectives, the data collected for this study were sixty texts written by students in free data setting-students were free to choose their own topic in their texts. After analyzing the data, some conclusions are drawn as follows.

5.1.1 Types of Genres

It is found that students wrote six types of written genres. The six types of genres are: Exposition, Recount, Description, Discussion, Report, and Explanation. 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^Event^Reorientation)

Report (Orientation^Descriptions^(closing Expression))

Description (Identification^Descriptions^(closing expression/Conclusion)

Discussion (Issue^Argumentsfor^Argumentsagainst^Conclusion)

Explanation (General^A sequenced explanation of why or how something occurs)

5.1.3 The dominant types of written genres in data setting.

Exposition and Description are the dominant types in the students' essays found in this study. It happens because the students are free to choose any topics as title of their essays. Besides, the students tend to describe a particular person, place or thing and persuade the reader that something is the case to persuade for or against by arguing one side of an issue. Moreover, students prefer to retell events, private experience for the purpose of informing or entertaining.

5.1.4 The Linguistic Realizations

Linguistic realizations that occur in the students' text 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 Implications

In the Reformation age where everybody has freedom to say out the ideas and comments, written genre has significance implications. Systemic Functional Linguistic theory, the genre-based approach teaches writing at whole text, paragraph and clause levels. It is concerned with realizing appropriate generic structure for the different social

communication tasks. This approach has the potential to improve students' writing ability. Therefore,

1. It is very useful in teaching and learning English especially written text for specific purposes, in the class room.
2. As in the class of writing can be implemented to the students to stimulate the writing text or essay that close with their experience background e.g., the student who are from Kabanjahe can write about kabanjahe in any genre s/he wants to.
3. It can be as one of sources in genre-based pedagogy in L2 students in university students
4. It may provide a useful guide to writing effective and specific purposes writing for students and practitioners working in any field of communications.

5.3 Suggestions

The students produced six types of genre in writing texts. They can produce the six types of genres in their tests 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 able to write a text in certain types, the students should understand the purpose of the text, the schematic structures of the genres and the linguistic realizations used in genre as well as both structure and language features. Therefore, it is suggested that,

1. Types of written genres are taught to students from first semester until the eighth semesters in university by which they will have no difficulty when they are asked to write a text in certain type of genre.
2. Schematic structures as the stages in certain types of written genre are also taught to the students. They should be taught and trained how to write text in a certain genre such as in writing Report, the schematic structures must be Report (Orientation^Descriptions^(closing Expression)). By mastering this, it is expected that they will be also to write a text in a certain genre by using the right schematic structures.
3. 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 certain genre, they must use certain linguistic realizations such as in writing Exposition, they should must generic human and non generic human participants; Material, Mental, Relational, Existential, Meteorological processes: Time (temporal), Place (spatial), Manner, circumstances; and the tenses used in present tense.
4. The students should be asked to do a lot of practices by asking them to write a text in a certain genre. And also
5. The students should be asked to do a lot of practicing reading texts and ask them to identify the genre of the text by using Linguistic realization and schematic structures.
6. The students suggested to practice writing and also analyzing certain texts and by applying the linguistic realization especially the usage of

processes and circumstances in certain genre, in order to get awareness in writing text for specific purposes.

7. This study will motivate other researchers to conduct a much in depth study on genre male and female in the certain level of education.



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