CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The objectives of this study are to describe types of genres administered in the UN and SPMB, and to find which genre is dominantly used at the testing. In addition the study attempted to describe the occurrences of genres in the UN and SPMB. In order to gain the objectives, the data collected for this study were twenty texts from UN and seven texts from SPMB.

There are ten types of genres found in UN, they are *News Item, Report, Exposition (Analytical and Hortatory Exposition), Explanation, Recount, Narrative, Description, Review, Discussion, and Procedure.* While in SPMB, there are only three types of genres, i.e. *Exposition (Analytical Exposition), News Item, and Discussion.*

News Item is the dominant types of genre found in UN. *There are four news item texts out of 20 texts in UN, the percentage is 20 %.* In SPMB, Analytical Exposition is the dominant types of genre. *There are five analytical exposition texts from seven texts in SPMB and its percentage is 71, 4 %.*

In the UN, News Item and Exposition text are found every year. The occurrence of news item the UN in the last three years is four and Exposition is three. Explanation also has the same total number with exposition, but in the UN year 2006/2007, explanation text is not included in the testing. The occurrence

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of Narrative and Description text is the same. In the UN year 2005/2006, and year 2006/2007 these texts are found one each. While Report, Recount, Review, Discussion, and Procedure text are found one each. It means that they have low frequency in the UN.

In the SPMB, Exposition text is mostly found but not every year. In the SPMB year 2006/2007 this text is not included. The occurrence of news item and Discussion are found one each. So, it can be concluded that Exposition text has high frequency in the test.

5.2 Suggestions

Genres, for sure, becomes very important for students to be mastered, therefore, it is suggested that:

1. the teaching of English Language should be oriented more to the mastery of semantic element (reading comprehension) rather than structural one (grammar), since the material of reading connected to the types of genres.

2. the types of genres should be taught to Senior High School's students from the first level until the third level by which they will have no difficulty when they are asked to answer questions based on the text,

3. the schematic structures as the stages in a certain type of genres are also taught to the students. They should be taught and trained how to draw out the schematic structure from certain genre. Such as in News Item, the schematic structures must be Newsworthy Event^Background

Event^Sources. It is hoped that they will be able to recognize a text in a certain genre by identify the right schematic structures,

4. the students should be asked to do a lot of practices by asking them to analyze a text and also asking them to write it,