

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This thesis an Experiential and Generic Elements has been analyzed and based on the analysis, the researcher presents some valuable conclusions.

1. There are 5 types of processes used in the reading test of UN Paket C 2011/2012 and the reading test of UN Paket C 2012/2013. They are: Material, Relational, Mental, Verbal and Behavioural.
2. There are 9 types of circumstances used in the reading test of UN Paket C 2011/2012 and the reading test of UN Paket C 2012/2013. They are: Location, Cause, manner, Accompaniment, Extent, Matter, Role, Contingency and Angel.
3. There are 5 types of Genres found in the reading test of UN Paket C 2011/2012 and the reading test of UN Paket C 2012/2013. They are: Report, Procedure, Description, Narrative and Recount.
4. There are various context of situation (Experiential and Generic Elements) used in the reading test of UN Paket C 2011/2012 and the reading test of UN Paket C 2012/2013. They are realized through three different variables of context of situation, namely; Field, Tenor and Mode.

5.2 Suggestions

With reference to the conclusions, suggestions are:

1. It is suggested that the English language teaching should be oriented to the mastery of semantic element (reading comprehension) rather than structural one (grammar)
2. It is suggested that the english teacher should be introduced to the use of processes and circumstances in order to help them teach better in reading comprehension.
3. It is suggested that the types of genres should be taught more comprehensively not only for formal but also for informal education students.
4. It is suggested to the government in order to renew the texts for UN reading test for non formal education like Paket C every year.
5. Contextualization as the realization of generic and experiential elements should be taught to the students in non formal education so that they are able to comprehend the reading through field, Tenor, and Mode.