

CHAPTER V

CONCLUSION

5.1 Conclusion

EFL students have to accustom themselves to English language to acquire the language skills in order to use it effectively. Writing as one of the skills is being stereotyped as the most difficult skill to acquire since the writer is expected to arrange words into understandable paragraphs so at the least the reader can get the basic idea or see the writer's perspective. Generic structure itself is a framework used to lead a writer to produce a well-organized text. Therefore, the study was conducted to give a slight overview of EFL students' written skill through generic structure reflected in their expository essay based on Gerot & Wignell (1995).

From the findings of the study, it is shown in pre-course essays that the EFL students have difficulty to produce proper expository essays as only few of them followed the generic structure. However, their mid-course essays indicate improvement as most of them have followed the generic structure. In addition, the researcher also found that some students still have difficulty in several aspects such as the use of punctuation mark, word choice, grammar (to be and prepositions), and the placement of the sentences.

In conclusion, the EFL students' essays do reflect the generic structure of expository essay. The findings imply that the students only need to be exposed to the structure so they will understand what is expected from them, as how their mid-course essays are better than the pre-course essays.

5.2 Suggestions

5.2.1 For English Department Students

The findings of this study show that EFL students are able to write expository essay based on the generic structure. After have learned it in the first half of the semester, most the students already understand how to organize their essays. It is important for the students to fully understand and apply the generic structure (in this case, based on Gerot & Wignell (1995)) and take it as basic academic writing practice. So later, it may be helpful for them to produce more well-organized writings such as in their thesis.

5.2.2 For Future Research

The researcher only limits this study on how the EFL students' essays reflect the generic structure of expository essay based on Gerot & Wignell (1995) in Writing C class. The researcher would like to recommend the future research to also analyze how students' grammar affects the generic structure and the topic delivered. It is also possible to analyze EFL students' understanding of generic structure in other types of writing.

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