

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

This research is conducted to find out the extent of the abilities of 2007 – 2008 X grade students of St. Louis I Surabaya High School in identifying and in writing recount text.

After analyzing the data from the students' answer results, the writer concludes that the extend of the students' ability in identifying and in mastering the components of the generic structure is vary. There are only small numbers of students who are successful in these three aspects: identifying the genre, presenting the correct generic structure, and identifying the components of the structure in each paragraph. Most of them fail in one or more aspects.

A better result comes from the students' recount-type composition results. After analyzing the students' composition, the writer concludes that the ability of the students in writing recount is quite good, with more than half students able to write a recount with proper and complete generic structure.

Concerning the relationship between the abilities of the students in identifying and writing recount, the writer comes up with these conclusions:

1. Not all students who possess the ability to identify recount possess the ability in writing. On the other hand, not all students who possess the ability in writing possess the ability to identify recount either.
2. Most of the students who are able to identify the genre and to present the correct structure of recount can produce a recount-type composition with proper and complete generic structure.
3. Many students who have the ability to write a recount with proper generic structure have difficulty in identifying the genre and its generic structure.

## 5.2. Suggestion

After analyzing the data, discussing, and making conclusion on the research, the writer would like to give his suggestions:

1. English teachers should give more portions on the modeling of recount text, including exercises in identifying recount text and its parts, since the students are still poor at it.
2. English teachers should introduce as many as possible examples of recount text to the students to build up their background knowledge and overall understanding on recount text.
3. English teachers should give more portions on the students' writing activity in class, especially one that requires their knowledge on recount be put to practice.
4. An elaborative and creative writing program should be exercised, using various methods such as writing on diaries, making list, using diagram, writing based on picture series, and so on, to stimulate the students' creativity and flow of ideas.