

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Text type is material which mainly becomes part in reading and writing skills. There are twelve text types that are taught in junior high until senior high school namely descriptive, narrative, procedure, news item, recount, report, spoof, analytical exposition, hortatory exposition, explanation, discussion and review. To distinguish them, students are taught about definition, social function, generic structure, and language feature. Therefore, this research was conducted to determine the extent of students' ability to analyze text type.

After collecting, analyzing, and discussing the data findings in previous chapter, the writer may draw some conclusions as follows;

1. Firstly, regarding to students' score in worksheets the writer may conclude that most of students' ability was in average to lower level. Nevertheless, there were students obtained above average score but it was limited for few people.
2. Secondly, considering to the correct number of text the writer summed up that students text which mostly correct was narrative text, followed by recount text, news item text, report text and the last analytical exposition text. In the other words, the worksheets' result showed that students were great in identifying narrative but lack in analytical exposition text.
3. Thirdly, in questionnaire result, students were asked to write down text type which is considered as the easiest and most difficult of the whole that they had learned. From their answer, the writer took three easiest text type i.e. procedure text, narrative text and descriptive text while the most difficult text were report text, spoof text and exposition text.

4. Fourthly, the last, the writer conclude that the way of teaching text type material is explanation and focus on students module (text book). Classroom activities was centered to the teacher so that students could not find their own understanding. It impact to they only could recognize text type in their module. When students got another text example, they could not identify that. It makes their lack in analyzing text type.

5.2 Suggestions

In the last part of this research, the writer gave suggestions for teachers, students, and further researcher.

1. The writer expected to the teachers that they should more pay attention to students' understanding in material not only focus in finishing indicators in lesson plan. Students need more resouce and text example to enrich their knowledge not only in analyzing text but also vocabulary. Reflecting and feedback are necessary to find out students' weakness in certain material. In the other words, more practice get better result.
2. Next, hopefully students are not lazy to read. One reason of students are lack in analyzing text type because they do not read. Limited mastering vocabulary and paragraphs of text makes students seems lost their passion for reading. If reading books is boring, they can use e-books or browsing text in internet which believed more interesting and attractive.
3. Finally, for further researcher, the writer expect to explore about teaching and learning text type. For instance, study about teachers way in teaching text type or find out appropriate technique or methot which can be applied in classroom. Even text type is only part of English material, but undoubtedly it exist to deliver students in mastering English.