

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The research carried out at the English Education Study Program of Palangka Raya University has uncovered significant findings on the difficulties encountered by fourth-semester students in drafting recount texts. The study, comprising a sample of 65 students out of a population of 125, employed a questionnaire to ascertain specific areas of challenge in writing proficiency.

The study identifies various domains in which fourth-semester students have difficulties when composing recount texts. The primary challenges encompass the generation and organization of ideas, precise utilization of past-tense verbs, and proficient application of language and punctuation. These problems indicate a requirement for focused teaching methods to tackle particular deficiencies. Developing students' proficiency in these domains has the potential to result in more cohesive, organized, and captivating stories, thereby enhancing their overall writing proficiency. By including targeted practice and providing constructive feedback, students can effectively overcome these problems and attain higher levels of skill in producing recount texts.

5.2. Suggestions

1. For Teacher

Teachers should proactively provide themselves with the necessary knowledge to anticipate and address the challenges that students may have when learning narrative written content. Recount text information poses a significant challenge for students, hence teachers must employ engaging instructional approaches and captivating media to ensure students' active participation in the learning process. The teachers should inspire students by emphasizing the simplicity of English, so fostering their enthusiasm for studying the language. The educators should identify the most suitable approach to foster students' motivation and retention of vocabulary. The teacher's participation is essential in overseeing the recount text composition process carried out by students. The teachers should diligently observe the process of students' composition of recount texts in order to ensure that students acquire the skills to produce well-crafted and accurate recount texts. Teachers are expected to furnish uncomplicated illustrations to facilitate students' comprehension. The objective is to reduce the challenges encountered by students.

2. For Students

Students should possess a strong inclination to acquire knowledge of the English language. Students should endeavor to acquaint themselves with the material imparted by the teacher and thereafter engage in reviewing it. Students should endeavor to commit frequently used vocabulary to memory,

acquire knowledge of various verb tenses and their appropriate usage, and familiarize themselves with the correct application of punctuation and capitalization in order to minimize grammatical and mechanical errors. Students are urged to demonstrate greater enthusiasm in learning English, seeing it as the primary subject.

3. For Next Researcher

For the subsequent researcher there are still numerous discussions to be conducted around the challenges associated with producing a recount text. The analytical results of this investigation are currently imprecise and incomplete. Consequently, the researcher anticipates that future researchers will delve deeper into the challenges faced by students when creating recount texts.