

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into three sections: conclusions which cover all the points discussed, suggestions which concern further action, and implications related to pedagogical purpose.

A. Conclusions

From the findings and discussion sections on the whole, the use of interactive metadiscourse tends to be dominant in all descriptive text. In interactive *frame markers* and *transition* are often used. Frame markers frequently occur in paragraph description, and then Transition in second frequently occur in paragraph identification and description. In interactional metadiscourse, the use of *attitude markers*, *self mention* are the most frequent in interactional metadiscourse. *Attitude markers* often appears in generic structure in paragraph description and *self mention* dominant in generic structure in paragraph identification. This matter shows that the author or student is considering paying attention to the text, how the author uses aspect or linguistic feature so that the text is arranged clearly and communication.

On the whole, the use of generic structure patterns by the student in writing descriptive text tends to use two patterns I, D (Identification and description), meanwhile three students tend to use pattern I, D, C (Identification, description, conclusion). It means a difference in the use of generic structure. It is due to the writer not from the English student major but from the Engineering student, so that not many patterns are used.

In terms of function of metadiscourse in relation to generic structure, discourse goal and additive relations (sub-type of frame markers). Characteristic generic structure patterns in description in descriptive text, then of transition

characteristic in all paragraph. Generic structure in descriptive text are show (but, and). In generic structure pattern conclusion the use additive relation (sub-type of frame markers). Those metadiscourse types and resource characteristic the generic structure because they share the same characteristic.

B. Suggestions

This study is limited to text analysis and focused on the descriptive text student. Moreover, the approach of this research is limited to genre-based analysis and functional analysis. The next researchers also suggested doing it both metadiscourse and generic structure or aspect of function but in other part, can be used as review by researchers and other instructors for consider linguistic aspect in metadiscourse to compile material in teaching writing skill especially for university level learners or equivalent. This study is due to the importance of the use of metadiscourse of its functions because most student already know some features but they have not understand the importance of the function these linguistic features which can effect the readability and acceptability of a text with the intention of achieving communicative and persuasive goals.