

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions for language learners to improve their writing ability, and for English teachers to think of some possible efforts to use in order to maximize their teaching writing and also the students' ability. Moreover, for other researchers to conduct further study concerning the topic.

5.1 Conclusions

This research is a qualitative case study about students' ability and difficulties in writing descriptive text, conducted in one of senior high school in Bandung, West Java. This research was conducted in order to find out the students' capability and problems they faced in creating a descriptive text.

There are some conclusions got from this research. From the text analysis in Chapter IV, it is revealed that some students, especially middle achievers and high achievers, have good understanding about the schematic structure of descriptive text.

In terms of linguistic features, almost all the students have ability in implementing the linguistic features in the text they wrote, such as specific participant, present tense, linking verbs, adjectives, as proposed by some experts (Derewianka (1990); Gerot & Wignell (1994), Butt, et al (2000), Nafisah &

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Kurniawan (2007); and also Emilia (2010). In terms of transitivity process, all the students showed their good ability in applying it, but middle achievers and high achievers showed better ability in using processes.

On the other hand, the texts also bring the facts about the problems faced by students in writing. In low achievers category, it is revealed that the students were still confused in differentiating the schematic structure of descriptive text. Moreover, the low achievers seemed to have no sense about English Grammar. They made a lot of mistakes in the text they wrote, especially about singular and plural.

Moreover, there were some students who really needed attention because they didn't know how to arrange the ideas to make a good sentence. Thus, how can they make a good text if they were not able to arrange their ideas?

5.2 Suggestions

Based on the text analysis in Chapter IV and conclusions above, the researcher has some suggestions for both the students and English teachers to ward off the students' difficulties in writing text, especially Descriptive text.

1. The teacher should provide explicit teaching about schematic structure and the functions of each element.
2. Explicit teaching about grammar is also needed for all students from low, middle and high achiever category. It is because the quality of the text could be interfered by grammatical understanding.

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3. Teacher should give more attention and guidance to the low achiever students in teaching writing process.
4. It is needed to provide time for students for revision in writing.
5. For further research, it would be better if the research could be done (if using the same research method) involving large number of the participants, and used other metafunctions, such as textual metafunction (thematic progression) and interpersonal metafunction (mood and modality). This is suggested to see clearer and comprehensibly on the students' ability and difficulties in writing a text.

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