

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATION**

This chapter presents conclusions and recommendations of the present study. The findings of this study have been concluded by relating them to the theories, concepts, and some previous findings in previous chapters. In addition, the suggestions are made to improve the quality of future studies related to this research.

#### **1.1 Conclusions**

The aims of the study were to investigate the students' ability in writing descriptive text and the difficulties faced by them in producing the text. Furthermore, the theories used to analyze the students' texts were scoring system proposed by Rose (2007) in Emilia (2011:151), metafunctions of Systemic Functional Grammar proposed by Halliday (1994, 2004); Gerot and Wignell (1994).

Based on the presentation of findings and discussions, it could be concluded that students ability in writing descriptive texts varied. The analysis by using scoring system proposed by Rose (2007 cited in Emilia: 2011, p. 151) indicated that the students' texts were divided into three text categories: high, middle, and low text category and those three categories had different difficulties. The difficulties faced by the students of high category were in terms of language feature or grammatical error which laid on the word spelling and subject-verb agreement. While in middle texts category the problems were also in terms of grammatical error, such as: noun phrase,

subject-verb agreement, words spelling, plural-singular, and the use of pronoun. Furthermore, the problem faced by the students of low text category were the schematic structure and language feature such as: the use of possessive, verb-tense, pronouns, omitted articles, conjunction, linking verb, punctuation, plural-singular, misspelling noun-phrase agreement, and time agreement.

However, the students have good understanding in term of social function and generic structure, although the students from low category did not apply the generic structure correctly. Moreover, the analysis by using systemic functional grammar indicates that the students use some processes in writing descriptive text, such as: relational process, material process, mental process, and existential process.

## **1.2 Recommendations**

Having seen the result of this study, some positive recommendations are proposed as follows.

1. For further researchers, it is recommended to involve another grade, such as: junior high school, to get in depth information about the students' ability in writing descriptive text. Besides, in conducting such research, it is recommended that the researcher used more than 2 raters to analyzed students texts.
2. For teachers, it is strongly recommended to improve the quality of teaching writing. In addition, the teacher should employs game in teaching and learning descriptive text, because the students are interested in it and motavated by it. Furthermore, teacher should teach writing strategies explicitly as well. Practically, it is beneficial to assists the students in order to be aware of what strategies they should used to get effective writing comprehension, especially in terms of grammar comprehension.

