

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the results of research that have been conducted regarding "Students' Descriptive Writing Performance: The Analytic Scoring Assessment Usage" it can be concluded that overall, grade 8C students at SMP Stanislaus Surabaya can write descriptive texts in a good category with an average total score of 69,9. In addition, 13 students could write descriptive text in the very good category, 8 students in the good category, 2 in the medium category, 3 in the less category, and 3 in the good category. very poor category.

The results of the study also showed that 2 students got a perfect score with a score of 100. This showed that the ability of the two students to write descriptive texts was very good because they could develop the ideas they had and arrange words and sentences correctly. On the other hand, 2 students did not write descriptive texts but instead wrote report texts. However, when viewed from the writing component the two students have sufficient writing ability. This shows that some of the 8C grade students at SMP Stanislaus Surabaya still have low abilities regarding descriptive texts because they still cannot distinguish descriptive texts from report texts.

The majority of difficulties found by students of 8C at Stanislaus Surabaya in writing the descriptive text were in grammar and developed ideas from storylines. In addition, some students cannot distinguish between descriptive text

and report text so when they are asked to write descriptive text, they make a report text.

5.2 Suggestions

Based on the results of the research that has been done, the following are some suggestions that can be submitted to several parties:

a. To English Teachers

The following are some suggestions given to English teachers:

- 1) On the content component, teachers are expected to be able to train students more often to make a written essay so that students are more fluent in compiling content. This is because students have not been able to compose stories properly.
- 2) On the organization component, teachers are expected to be able to provide more reading material to students so that they have a lot of information. Thus, students can easily develop written stories.
- 3) On the grammar component, teachers are expected to train students more often in composing words either through vocabulary games, arranging words in puzzles, or in other ways.
- 4) On the vocabulary component, teachers are expected to hone students' skills in grammar more often by giving quizzes after the lesson is over.
- 5) On the mechanics component, teachers could more often give quizzes to students on writing mechanics such as capitalization, spelling and punctuation.

b. To the next researchers

The following are some suggestions for the next researchers:

- 1) The next researchers with the same or similar topic can use a wider scope of subjects of students and use the results of the current study as a reference to continue the research the same topic
- 2) Since the present study only focuses on identifying students' abilities in composing descriptive texts and describe the problems faced by students in composing descriptive texts, it does not explain the factors that affect the ability to compile descriptive text; therefore, the next researchers are suggested to describe the factors that affect students' ability to compile descriptive text, and use the right method so that it can explain in more detail the ability to compose descriptive texts.

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