

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion in Chapter IV, the following conclusions can be drawn:

1. The descriptive writing ability of Grade XI students at SMAK Sint Carolus Kupang generally falls into the Average category, with a mean score of 53.6. None of the students reached the Excellent category.
2. The strongest aspect was content, as most students were able to state the main idea clearly. However, elaboration was limited and descriptions tended to be superficial.
3. The weakest aspects were generic structure, grammar, vocabulary, and mechanics. Common errors included:
 - Subject–verb agreement mistakes (*He have a cat* → *He has a cat*).
 - Repetitive vocabulary choices (*beautiful, kind, good*) that reduced variety and vividness.
 - Mechanical errors such as spelling, punctuation, and capitalization.
4. These weaknesses contributed to the low average score and highlight the gap between curriculum expectations and actual student performance. Students can generate basic ideas but struggle with linguistic accuracy and text structure.

5.2 Suggestions

Based on the conclusions above, several suggestions are offered:

For Teachers:

- Provide intensive practice in grammar, vocabulary enrichment, and mechanics.
- Apply innovative teaching strategies such as collaborative learning, scaffolding, and technology integration to make writing activities more engaging and effective.
- Offer constructive feedback that not only points out errors but also guides students in expanding and organizing their ideas.

For Students:

- Practice descriptive writing regularly to improve accuracy and fluency.
- Pay close attention to grammar rules, especially subject–verb agreement and tense usage.
- Enrich vocabulary through reading, synonym exercises, and varied use of adjectives.
- Revise and edit their writing to minimize mechanical errors.

For Future Researchers:

- Expand the scope of research to include larger populations, different grade levels, or other genres of writing.
- Investigate the effectiveness of specific teaching strategies (e.g., peer review, digital tools) in improving descriptive writing.

- Conduct longitudinal studies to track students' writing development over time.