

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of the research findings

5.1 Conclusion

Based on the empirical findings and discourse delineated in Chapter IV, it may be inferred that the tenth-grade students of SMAK Sint Carolus Kupang exhibit heterogeneous proficiency levels in the composition of descriptive texts.

In general, the students' writing proficiency was classified as average, with 7 students (38.9%) falling within this category. This outcome suggests that a majority of students were capable of articulating their ideas through writing; however, their compositions were still marred by deficiencies in various domains, particularly in grammar and organizational structure. Furthermore, 4 students (22.2%) attained the designation of Excellent, signifying a robust command of content, vocabulary, grammar, and mechanics. In contrast, 3 students (16.7%) were categorized as Good, while 4 students (22.2%) were classified within the Fair level. Notably, no students were assigned to the Poor category.

Concerning the four evaluated dimensions of writing proficiency, content emerged as the most robust aspect, yielding a total score of (71). This suggests that students generally possess an understanding of the intent and framework of descriptive texts and are capable of elaborating on ideas pertinent to familiar subjects.

The vocabulary dimension garnered a total score of (65), positioning it at a moderate level. This indicates that students were able to employ suitable lexicon related to the subject matter; however, their lexical range was frequently constrained and repetitive.

The mechanics dimension recorded a total score of (59), reflecting that students continued to commit numerous errors in spelling, punctuation, and capitalization. While these

inaccuracies did not consistently obscure meaning, they detracted from the overall caliber of the writing.

The lowest aggregate score was observed in grammar, with a total of 53, indicating that grammar represented the most challenging aspect for students. A significant number of students encountered difficulties in the application of correct verb tenses, syntactic structures, and subject-verb concord, which adversely impacted the clarity and precision of their writing.

In summary, the quantitative findings corroborate that, although students exhibited strengths in content development, they faced considerable challenges in the realms of grammar and mechanics. Consequently, it can be concluded that the students' proficiency in writing descriptive texts necessitates further enhancement, particularly in terms of grammatical accuracy and adherence to writing conventions.

5.2 Suggestions

Based on the conclusions above, several suggestions are proposed for teachers, students, and future researchers.

1. For English Teachers

English teachers are encouraged to:

- Provide more focused instruction on grammar, especially the simple present tense and sentence construction used in descriptive texts.
- Integrate vocabulary-building activities, such as word lists, descriptive adjectives, and synonym exercises.
- Give regular feedback and correction on students' writing, particularly in grammar and mechanics.
- Encourage students to revise and edit their writing to improve accuracy.

2. For Students

Students are suggested to:

- Practice writing descriptive texts more frequently to improve fluency and confidence.

- Pay more attention to grammar and mechanics when writing.
- Expand their vocabulary by reading English texts and learning new words related to description.
- Revise their writing carefully before submission.

3. For Future Researchers

Future researchers are advised to:

- Conduct similar studies with a larger sample size or at different educational levels.
- Focus on specific aspects of writing, such as grammar errors or vocabulary development.
- Apply experimental or classroom action research designs to investigate effective strategies for improving students' writing skills.