

CHAPTER V

CONCLUSION

A. Conclusion

Natural and social science students used different way to write descriptive text writing describing about 'My House', it can clearly be seen by the use of process of both different majors students. The natural science students tend to use relational process. Relational process is the process construe being and relation among entities through identification, attribution and possession. While social science students use more existential process. Existential process typically has the verb be (is, am, are, was, were, have, been, etc) but there are some related verbs that commonly occur such as: exist, occur, arise, happen etc. It's shown from the data analysis that from 13 descriptive texts writing of natural science students, there are total 150 processes which are classified into 8 (5.33%) material processes, 11 (7.33%) mental processes, 104 (69.33) relational processes, 26 (17.33%) existential processes, 0 (0%) verbal process, and only 1 (0.67%) behavioral process. Otherwise, from 13 social science students' texts, the researcher found only 107 processes which are 7 (6.54%) material processes, 10 (9.34%) mental processes, 37 (34.57%) relational processes, 50 (46.72%) existential processes, 1 (0.93%) verbal process, and 2 (1.86%) behavioral processes.

The study also found that the texts of natural science students are longer than social science students'. It's interpreted from the number of clauses and processes.

There are total 150 processes in 13 natural science students' descriptive texts while there are only total 107 processes in 13 social science students' descriptive texts.

The different choice of process types also influenced their style of describing. Natural science students use more attributes, identification, and verbs of possession to draw out the object while social students like to point out the existence of other things in order to identify specific features of the object they describe.

B. Suggestion

By considering the conclusion mentioned above, the result of the research was expected to give some contributions to students, teachers, and other researchers as follows:

1. The students

To improve their writing skill, the students should try to use more other types of processes, not only the ones that they dominate in.

2. The teacher

In order to maximize the teacher's teaching skill, they are expected to realize that different students may have different way of writing by looking at the types of process that they use.

3. Other researchers

For other researchers who will conduct similar research, this study is expected to help and to give more information about how the students with science and social science majors use different types of processes in writing descriptive.