

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the findings of data, some conclusions the teacher's manipulation in teaching descriptive text elements, they are as follow:

1. The ways the teachers manipulated the descriptive text in teaching students by applying 8 ways and 4 aspects. 8 ways were giving definition of descriptive text, encourage the students to have direct experience of describing, illustrating, the meaning of describing and its language features, focusing on appearance of description, leading the students' attention to part of appearance, enabling the students to use adjective in their description, enabling the students to use verbs in their description, and increasing the students' mastery of adjectives. And 4 aspects were the nature of description, appearance and linguistics features, appearance and verb adjective as qualifier, linguistics features enrichment of adjective mastery. 8 ways and 4 aspects applied in teaching descriptive text elements by teacher to manipulate the elements of descriptive text.
2. The underlying reason teachers manipulate the way they do because the classroom interaction was quite enough especially students in SMK Negeri 1 Kisaran which are not very interested in learning English. Students' weaknesses were the lack of students' motivation and interest, and then have different family background. These were influenced teaching process or process variable in teaching descriptive text. The effects were were

students did not give response, students were silent and students did not give feedback to the teacher as the reasons why should be manipulated it. And then in teaching descriptive text elements need more efforts. So to check the students' comprehension, it is better the teachers' verbal behavior uses for manipulating the students, situation, and condition. In manipulating the elements of descriptive text in teaching, the teachers must have good personality as the guidance in classroom. They must have teaching experience, belief in knowledge, and belief in teaching skill to create good personality image in front of the students. . In teaching descriptive text, teachers also faced obstacles beside of students' weakness. In the teaching process, the teachers found problem to do the teaching process fully from beginning until the end to see the process of scientific approach, such M1 until M5. But it already stopped in the activity M1 which was 'observation activity'. While for the task of the students did at their home, which the teachers cannot control the process of doing the task nothing at all. It is due to restrictions on study hours due to the Covid 19 pandemic in academic year 2021/2022. It was 30 minutes. This situation and condition is increasingly affected by the weakness of students.

## **5.2 Suggestion**

Based on the findings of this research, it is suggested that:

1. The teachers should know students' weakness. So the manipulation can be applied in the classroom. It is also better to know it so that the teachers can handle it well by preparing strategy. And after that the teachers should

know how to get classroom interaction first so that the students' attention focuses on teachers' teaching, because lack of responses in class make especially the teaching descriptive text useless.

2. The parents and students should be care in education. As parents should give motivation to their children to learn English. And as students should have motivation and interest in learning. Disinterest in English makes the students is not care to learn English. So the students cannot only watch the teacher in teaching without give responses to the teachers. As the parents have a role to support the students' education by giving private less or telling them how important English verbally is.

