

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the results of the writing assessment and the supporting interview data, it is evident that ninth-grade students at SMP Swasta Gajah Mada Medan encounter substantial challenges across all five aspects of descriptive writing proposed by Brown (2004). In terms of content, 7 students (25%) experienced difficulties in generate and expand ideas, resulting in descriptions that lacked detail and coherence. Organization difficulties were more widespread, with 20 students (71%) unable to structure their texts according to the required components of a descriptive text, often presenting information in an illogical order. Vocabulary limitations affected 11 students (39%), who commonly used basic or inappropriate word choices, making their descriptions less precise and sometimes unclear. Grammar emerged as a major problem for 26 students (92%), who frequently made errors in verb forms, sentence structure, tenses, and relative clauses, which weakened the accuracy and clarity of their texts. Mechanics posed the most significant challenge for all 28 students (100%), with recurrent issues in capitalization, spelling, punctuation, and paragraphing that negatively impacted the readability of their writing. These findings were reinforced by interview results, in which students described difficulties related to generating ideas, distinguishing text structure, selecting appropriate vocabulary, applying grammar, and using correct spelling.

5.2 Suggestion

From the conclusion above, the researcher provides some suggestions:

1. For students, the researcher suggested that the students to increase their practice in writing descriptive texts to strengthen their understanding of content, organization, vocabulary, grammar, and mechanics. Regular practice can help them generate ideas more effectively, arrange paragraphs logically, choose appropriate vocabulary, and apply correct grammar rules. Students should also make use of available learning resources such as dictionaries, online materials, and examples of descriptive texts to improve their vocabulary and reduce spelling errors.
2. For teachers, the researcher suggested the teacher to provide clearer and more systematic instruction on the five aspects of writing, especially grammar and mechanics, which were the most challenging areas for students. More guided practice, modelling, and explicit explanations on how to construct identification and description can help students develop better organizational skills. Teachers should also incorporate activities that enrich students' vocabulary, such as word mapping, descriptive word lists, and contextual vocabulary exercises.
3. For the future researcher, the researcher suggested the future researchers to explore a broader range of schools or grade levels to obtain more diverse findings. They can also investigate other factors that influence students' writing difficulties, such as learning motivation, teaching techniques, or classroom environment.