

CHAPTER V

CONCLUSION AND SUGGESTION

This section reveals the conclusion of the research and recommendations or suggestions for improving outcomes for future research..

A. Conclusion

The following conclusions were reached regarding the use of Color Coding Strategy and its difficulties for the teacher in teaching writing descriptive text.

1. The first discovery revealed that the use of Color Coding strategy in teaching writing descriptive text, as proposed by Ewoldt and Morgan (2017, p. 177), was conducted in the classroom through five procedures. The students became interested and paid attention to the teacher while teaching. On the other hand, color-coding strategy impacts students' abilities to write a well-structured paragraph and see the relationship between prewriting and drafting steps. These aspects will help students develop descriptive paragraphs rich in detail and explanations that display the depth of their understanding of the thing being discussed.
2. The second discovery found the teacher's difficulties in teaching writing descriptive text using color coding strategy. Based on the teacher's interview results, there are three difficulties that the teacher faces. First, students cannot fulfill the agreement that have been made together to bring the highlighter in three colors; blue, pink, and yellow. It confirms that

students lack adequate tools, causing them to form large groups, which has an unfavorable effect on the classroom environment and contrast from the theory. Correspond to this case, teacher uses humor to keep students focused, conducive, and amused in order to address this issue.

Second, improper implementation of color-coding strategies in teaching writing is time-consuming and detrimental to student comprehension. Therefore, the teacher must carefully plan before implementing this strategy. The teacher must account for time, provide clear explanations, create learning materials, and give feedback that makes it simpler for students to comprehend and correctly interpret color.

Third, students experience perplexity and misinterpretation when identifying detail sentences as pink and explanation sentences as yellow in the third procedure. To surmount this, the teacher clarifies the meaning and relationship between detailed and explanatory sentences using straightforward examples and joint evaluations.

B. Suggestions

The researcher would like to propose the following suggestions regarding the research:

1. For English Teachers

As the individual is most responsible for implementing the Color Coding strategy, the teacher should consider any obstacles, such as making time effective in teaching and explaining the color association with clarity, especially pink and yellow. In addition,

teachers must be aware of the needs and problems encountered, for example, students' difficulties in organization and grammar, as well as the motivation during the teaching process to provide appropriate instructional strategies and accomplish learning objectives.

2. For Students

Researcher suggests that for students to take the benefits of a color coding strategy and students must be able to provide the required tools and conform to established procedures to achieve the set learning objectives.

3. For Future Researcher

The researcher advises the next researcher who intends to explore the same topic to conduct research from various theories, for example, theories from Moreno and Mayer (2007), Larson (2019), and Geigle (2014). The color coding strategy is highly recommended for enhancing students' writing skills.