

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the researcher draws conclusion based on the observation and interview of the teaching writing using process-based approach at Grade VIII of Junior High School 06 Kota Pariaman.

1. Teacher's strategies in teaching writing descriptive text

Cooperative learning is a strategy chooses by the teacher. The reason why it is chosen because this strategy can make the students active in class and cooperative learning can make the students solve the problems and they can analyze the geographic structure, labgauge features, and social function of the descriptive text so hat they can make the descriptive text well. The teacher can ask the students to cooperate to explore the materials, answer the questions and problems in descriptive text. The problems can be solved by discussion in class.

Basen on interview and observation the teacher applies strategy using cooperative learning. After making a lesson plan and determine the strategy, the teacher applies it when she conveys the material. The teacher make some groups and gives the students the pictures. Then, each group analyzes the pictures and describes it. Next, the teacher explaines social function is to illustrate certain persons, place, or

something in specific ways. The generic structure identification and description. In the language feature of descriptive text, simple present tense is very needed. The strategy when teaching should be appropriate with the syllabus and lesson plan.

2. Kind of teacher's assessment in teaching writing descriptive text

Teacher's assessing the students after finishing the lesson in the class.

So, the teacher asked the students to read the text by self in front of the class. Besides, the teacher also asked the students to answer the questions from the teacher and wrote n whiteboard. So, the teacher give mark to students.

3. The teachers use process approach in teaching writing like: planning, writing, revising, editing and publishing.

4. The teacher uses three-phase technique in teaching-learning process, namely: opening, core earning, and closing.

5. The teaching writing focuses on the various classroom activities as the writing process of the students to produce a piece of writing product.

6. There are three activities in the process-based approach during the teaching writing, namely; planning, writing and revising.

7. The last section of writing class, the teacher gives feedback through a conferencing with the students to evaluate their final project.

B. Suggestion

After the researcher draws the conclusions of the implementation of process-based approach in teaching writing at Grade VIII Junior High School 06 Kota Pariaman, the researcher present some suggestions to encourage the teaching-learning process run effectively. The suggestions are proposed to the teacher, the students and the researchers as follow.

1. For the teacher.

- a. The teacher should recognize well the student's characters and capability
- b. The teacher must give various exercises of writing tasks.
- c. The teacher is expected to be more firm to the students when they did not pay attention.
- d. The teacher should give enough preparation before the students do an assignment because to minimize the students, mistakes.
- e. The teacher should be more creative in giving assignment to reduce bored feeling.
- f. The teacher must give homework to reinforce the students' writing skill.

2. For the students

- a. They must pay attention during the lesson.
- b. They must prepare the materials to support learning process such as student handbook or worksheet and dictionary.
- c. They should be confident with their work.

- d. Every student should be more active in the classroom.
 - e. They should be more exploring their ideas in the writing class.
3. For the researcher

He researcher expects the result of this study can be used as an additional references for further with different sample and occasion. Basically, this research paper focuses on the implementation of process-based approach in teaching writing descriptive at Grade VIII of Junior High School 06 Kota Pariaman. The researcher realizes that this study is far from being perfect. She hopes the other researchers may conduct the research about English teaching from different perspective.

