

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The purpose of this research was finding out the component of writing, type of genre, and generic structure that had not been dominantly mastered by the students. Based on the finding of this research, it can be concluded that:

1. Mechanic was the component of writing that had not been mastered mostly by the students. It was seen from the data that the students' mean score for mechanic was 2.58 and it was categorized into fair, the score showed the students did not have mastery of conventions and they had frequent errors of spelling, punctuation, capitalization, but the meaning was not obscured. While the mean score of other components are; 13.68 for organization and it was categorized into fair, 14.02 for language use and it was categorized into fair , 15.07 for vocabulary and it was categorized into fair and the highest score was content; 21.16 and it was categorized into fair.
2. Descriptive text was the type of genre that had not been mastered dominantly by the students. It was seen from the data that was only 6.06% of students who reached the Minimum Achievement Criteria (MAC) and 93.94% of students were failed. While the other type of genre, recount text, they were 72.73% of students who reached the MAC and 27.27% of students were failed.

3. Generic structure that had not been mastered dominantly by the students in writing recount text was orientation. Students' mean score for organization was 1.76 and categorized into fair, for series of event was 2.03 and categorized into fair and for reorientation was 2.48 and categorized into fair. Besides, in writing descriptive text, the generic structure that had not been mastered dominantly by the students was description. Students' mean score for description was 2.12 and categorized into fair and the mean score of identification was 2.45 and it was categorized into fair.

From the explanation above, it can be concluded that the students' writing skill on genres at class VIII of Islamic Junior High School 5 Padang was fair. The students can write a recount and descriptive texts but they still require to be improved. Nevertheless, the researcher's formulation of the problem was answered.

B. Suggestion

Considering the conclusion above, the researcher would like to propose some suggestion, which hopefully will be useful for students, teachers, other researchers and readers. They are:

1. To the students; the students have to improve their writing skill. It is suggested to pay more attention to punctuation, capitalization, and spelling due to the students' mechanics mastery. It is also suggested that students to do brainstorming to gather the ideas, so the students can develop their ideas well. It is also suggested the students to bring the

dictionary, and have the pocket book to write the difficult vocabularies in. It can be used to increase the students vocabularies.

2. To the teachers; it is better for the teacher to provide the students with activities that are motivating them, especially by using an appropriate technique such as the use of free writing technique. Free writing is a pre-writing technique in which person writes continuously for a set of period of time without referring to spelling, grammar, or topic. This statement does mean the students will not care to the elements of writing, such as good organization, spelling, grammar, and vocabulary. The students must pay attention to the elements because those are important things to understand in making good writing. There are several steps to do Free Writing based on Allen Campbell. First, get relax and clear everything in mind then pick one out of the topic given. Second, set a time limit. It can be 10 minutes for beginner. After setting a time limit, then write and do not stop even when the words spell are wrong, do not go back to edit or the ideas are faded, keep writing. And last, when the time limit is finished, stop. Write nothing else then go back to the page. Read the text slowly, and underline all of the ideas that surfaced during the writing session. If the freewriting is too unfocused to use, take a break. Try a second session later, but try to maintain focused on the subject on which you are writing. The teacher also could use some media because sometimes writing can be exhausting for them.

3. It is suggested to the next other researchers in similar field of study it is suggested to analyze students' writing skill in other types of genre or investigating other level of students, such as senior high school or vocational high school.
4. To the readers, may this research bring you into good understanding about writing skill in recount and descriptive text at junior high school level.



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