

CHAPTER V

CONCLUSION AND SUGGESTION

The last section summarizes the research findings and makes numerous recommendations for English teaching techniques and future research on descriptive writing training at MTsN 5 Nganjuk.

A. Conclusion

From the outcomes of the research, can be inferred that the GBA was effective on students' descriptive writing ability at MTsN 5 Nganjuk. Both groups demonstrated roughly equal competency, as seen by pre-test mean scores of 37.89 for the experimental group and 41.48 for the control group before the treatment applied. However, after the treatment, the group who received the treatment reach 71.02 for the higher post-test mean score and whereas the control group recorded a score average of 63.20.

Furthermore, the result of the Mann–Whitney U Test gain the significance value of the post-test was 0.001, which was > 0.05 . This indicates that there was a significant difference between students taught using the genre-based approach and those taught using the product-based approach. Therefore, H_0 was rejected and H_1 was accepted.

The findings indicate that the genre-based approach give the students better understand to the generic structure and language features of texts especially descriptive in more effectively. Through stages such as modeling, joint construction, and independent construction, students were able to organize and develop their ideas better in descriptive writing. Thus, it can be concluded that the

genre-based approach was more effective than the product-based approach on students' descriptive writing skill.

B. Suggestions

In light of the research findings regarding the effectiveness of the genre-based approach on the descriptive writing skill of students at MTsN 5 Nganjuk, the following are some practical recommendations for students, English teachers, and future researchers to optimize the implementation of this approach in the teaching process.

1. For Students

To sharpen their descriptive writing skill, students must fully engage in the learning process and write on a regular basis. Along with grammar and vocabulary, students should prioritize the organization and consistency of their writing. In order to expand their vocabulary and improve their comprehension of the structure of descriptive texts, students are additionally encouraged to read additional English books. In addition, during the writing process, students should pay special attention to the teacher's feedback because it can help them spot errors and enhance the quality of their work.

2. For English Teachers

The study's findings imply that the genre-based approach can be employed as a successful alternative to teaching descriptive writing, particularly for junior high school students. Teachers are advised to use the genre-based approach's stages in a methodical manner, including modeling, collaborative construction, and independent construction, in order to provide adequate assistance to students when writing. Teachers should also present students with a variety of sample texts

and writing tasks to assist them better comprehend the generic structure, language elements, and organization of descriptive texts. It is also recommended that students undertake collaborative activities during the learning process to assist them generate ideas and enhance their writing skills.

3. For Future Researchers

This study can be used as a reference for conducting further research related to the GBA in teaching writing. Future researchers are recommended to investigate the implementation of the GBA at different educational levels, with different text types, or with larger research samples in order to obtain broader findings. In addition, future studies may explore students' perceptions, motivation, and specific difficulties during the implementation of the GBA by employing qualitative or mixed-method research designs. Since this study was limited to descriptive writing ability at MTsN 5 Nganjuk, further studies are expected to provide more comprehensive findings regarding the effectiveness of the GBA in various educational contexts.