

## CHAPTER V CONCLUSION AND SUGGESTION

This chapter describes the conclusion and suggestions. The conclusion of the research is obtained from the teachers' strategies in teaching writing descriptive text that have been presented in the previous chapter. Meanwhile, suggestions are presented for consideration in the development of similar study in the future.

### A. Conclusion

In conclusion, the researcher found that the teachers as these participants of this research had implemented the strategy from Spencer by using the pre-writing stage, whilst-writing stage, and post-writing stage. The three stages of the strategy are proven to be able to help the learning process, especially in writing activities, especially for the three teachers in different schools. Based on the results of observations indicate that students can follow the learning process in a conducive manner. It can be seen that the strategy used is suitable for students with what is needed by them.

Based on Spencer's theory, in the pre-writing stage, the strategies most used by the three participating teachers were brainstorming and mind mapping. Meanwhile, for the whilst-writing stage, the strategy most often used by teachers in this study is sensory details, figurative language and vivid words. In the vivid words' strategy, *Teacher 1* added to the strategy by giving students clues and asking them to use these words in their writing. Meanwhile, *Teacher 2* added a vivid words strategy with guided sessions for students. *Teacher 3* added strategy

in figurative language strategy by giving example sentence to the students and ask students to write the sentence. In the post-writing stage, the strategies most often used by teachers were revision and presentation. *Teacher 3* applied the revision together, meanwhile, *Teacher 1* applied the presentation by giving a score directly. The *Teacher 2* did not apply presentation but he replaced with collect assignments in real time.

Based on the results of the interviews, the strategies implemented by the three teachers were included in the stages in Spencer is theory. Through collecting interview data, researcher found that the three teachers had additional strategies that were tailored to the needs of students in the learning process. This means that Spencer is theory can be added or replaced according to what is needed by students. By using the strategies in Spencer's theory, teachers can easily teach writing descriptive text according to what is needed during the learning process.

## **B. Suggestion:**

Based on data study that have been found and discussed, there are several suggestions that exist under this study:

### 1. In theory

In collecting data from this research can be developed in accordance with the appropriate theory. This research is a source that can be used in further research where new theories can be added in teaching descriptive texts to support the completion of the research.

### 2. Recommendations for teachers

In determining the teachers' strategies should know in advance the weaknesses experienced by students. By knowing in advance, the weaknesses

that students experience, the strategies implemented by the teacher can be in accordance with what is needed by them. English teachers are expected to be able to choose suitable strategies in the teaching process.

3. Recommendations for students

Students are expected to be able to produce good and correct writing. Students are expected to be able to describe in detail and clearly about the topic they are writing about.

4. Recommendations for researcher qualitative furthermore

Future researchers are expected to be able to find new strategies used by teachers. The researcher hopes that future studies will use more participants than this study. The researcher hopes that the next research will have new breakthroughs in the form of both theory and research questions.