

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter showcases the researcher's data analysis results. In addition, the researcher also provides recommendations regarding the application of the Genre-Based Approach method and the use of picture media in teaching descriptive text writing skills to tenth-grade students at SMAN 1 Barat. The details of the conclusions and suggestions are explained as follows:

A. Conclusion

This study shows that the implementation of Genre Based Approach combined with picture media can improve the descriptive text writing skills of tenth-grade students at SMA N 1 Barat. The learning process consists of several main stages: Building Knowledge of the Field, Modeling, Joint Construction, and Independent Construction. Students showed improvements in idea development, participation, and creativity in writing descriptive texts. However, several challenges were identified, such as limited vocabulary mastery, grammatical difficulties, weaknesses in mechanics, and problems in organizing ideas into coherent paragraphs. To address these issues, the researcher recommends three strategies:

- 1) Improving students' vocabulary mastery through continuous vocabulary enrichment activities.
- 2) Strengthening students' understanding of grammar, mechanics, and text organization through guided writing practice and feedback.
- 3) Optimizing the use of picture media as visual support in Genre Based

Approach instruction.

This study has several limitations, including a limited scope to one class of tenth-grade students at SMA N 1 Barat, a focus on descriptive texts, a short research duration of one semester, and data collection techniques that rely on observation, interviews, and qualitative documentation that may be influenced by the researcher's subjectivity. Therefore, it is recommended that future research involve a larger sample, include various types of written texts, be conducted over a longer period, and utilize additional quantitative instruments to obtain more objective and comprehensive results.

B. Suggestions

1. For Teachers

Teachers need to create a supportive and engaging learning environment so that students feel comfortable and confident in developing their writing skills by applying the Genre Based Approach to increase student participation in descriptive text writing. This approach encourages students to understand the purpose, structure, and language features of a text through a series of guided learning stages. The use of picture media as a supporting medium can be effective in helping students generate ideas, enrich vocabulary, and organize information into descriptive paragraphs. Therefore, picture media should be selected according to the learning topic to ensure relevance and attractiveness, such as a series of pictures related to tourist attractions, places, or objects in descriptive text material to strengthen the connection between visual

information and written expression and improve students' understanding.

2. For Students

Students are encouraged to use picture media not only during classroom activities but also at home. Picture media can help them generate ideas, remember vocabulary, and practice writing descriptive texts independently. By regularly observing pictures and writing descriptions based on the visual information provided, students can gradually improve their writing ability. This routine can help students develop vocabulary mastery, improve paragraph organization, and increase their confidence in expressing ideas through writing.

Students should also take an active role in the learning process. Genre Based Approach encourages students to participate actively in every stage of learning, including understanding model texts, discussing language features, constructing texts collaboratively, and producing texts independently. When students actively engage in these activities, they are more likely to understand the characteristics of descriptive texts and apply them appropriately in their writing. This habit can strengthen both their writing competence and their understanding of English text construction.

Moreover, students should not be afraid of making mistakes while writing. Writing is a process that requires continuous practice and revision. Mistakes in vocabulary use, grammar, mechanics, and organization are a natural part of learning. The most important thing is to learn from feedback and continue improving writing performance. With

continuous effort and practice, students will become more confident, more organized, and more skilled in producing descriptive texts.

3. For Future Researchers

This study was limited to a single 10th-grade class at SMAN 1 Barat over the course of one semester; therefore, its findings cannot yet be widely generalized. Future researchers are advised to expand the scope of their studies by involving more classes or different schools. Additionally, exploring the application of the Genre-Based Approach and picture media to other text types such as narrative texts, story texts, report texts, or procedural texts could enrich our understanding of the effectiveness of this teaching approach. The use of a mixed-methods research design that combines qualitative and quantitative data such as pre- and post-tests of students' writing skills is also recommended so that the impact of teaching descriptive texts through the Genre-Based Approach and image sequences can be measured more objectively and comprehensively.