

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This final chapter presents the conclusion, implications, and suggestions based on the findings of the study. The conclusion summarizes the key results related to the implementation of brainstorming in teaching a descriptive writing class and students' responses to their use. The implication section discusses both the theoretical and practical impact of the research, offering insights that contribute to the development of effective writing instruction strategies. Lastly, the suggestions are directed toward teachers, future researchers, and educational institutions as recommendations for enhancing the effectiveness of English language teaching at the senior high school level.

5.1 Conclusion

This study was conducted to explore teachers' strategies in implementing brainstorming in the descriptive writing class and to investigate students' responses toward the implementation of such strategies at SMAN 1 Blitar. The findings reveal two main conclusions:

First, the teacher implemented brainstorming by using a structured, process-based writing approach consisting of five stages: pre-writing, drafting, revising, editing, and publishing. During the pre-writing stage, brainstorming was applied using group discussions, listing, and mind mapping to help students generate ideas.

Collaboratively. In subsequent stages, students developed their texts through peer feedback and teacher guidance.

Second, students responded positively to the use of brainstorming in writing instruction. They felt more motivated, confident, and less anxious about writing. The brainstorming activities helped them better understand the structure of descriptive texts, increased their engagement in the classroom, and improved their ability to generate and organize ideas. Although some challenges, such as limited vocabulary, remained, the strategies used by the teacher significantly supported the students in overcoming writing difficulties.

In conclusion, brainstorming was found to be an effective strategy for improving students' descriptive writing ability by supporting both the cognitive and emotional aspects of the writing process.

5.2 Implications

5.2.1 Theoretical Implications

This study contributes to the body of knowledge in English language teaching, particularly in genre-based writing instruction. It confirms the theoretical perspective that brainstorming enhances idea generation, text planning, and student confidence. Furthermore, it strengthens the role of the process-writing model in EFL contexts, showing how each stage supports different aspects of writing development. The case study also offers a detailed example of how brainstorming can be integrated into teaching descriptive texts, which has been underexplored in previous research.

5.5.2 Practical Implications

From a practical perspective, this study offers important insights for teachers, students, and schools. Teachers can apply a clear, step-by-step approach in teaching writing by integrating brainstorming at each stage. Students benefit from a more guided and collaborative writing process, which enhances their motivation and performance. Schools and institutions can consider providing training on process-based writing instruction and creating supportive classroom environments where brainstorming strategies can be used effectively in writing classes.

5.3 Suggestion

5.3.1 For Teachers

Teachers should consider integrating brainstorming techniques systematically into their writing instruction, especially for descriptive texts. They can use varied techniques such as group discussions, visual mind maps, and listing based on the students' five senses. It is also recommended that teachers provide consistent feedback and use assessment rubrics to guide students through each stage of the writing process.

5.3.2 For Future Researchers

Future studies may extend this research by involving more participants across various educational settings or by comparing the effectiveness of different pre-writing strategies (e.g., clustering, freewriting). Researchers may also explore

the long-term effects of brainstorming on students' overall writing proficiency or apply the model to different genres, such as narrative or argumentative texts.

5.3.3 For Educational Institutions

Schools and educational authorities should support innovation in writing instruction by facilitating teacher development programs focused on process-based and student-centered approaches. Adequate resources, teaching time, and curriculum flexibility are essential to effectively implement brainstorming and similar strategies that promote critical thinking and language development.