

CHAPTER V

CLOSURE

A. Conclusion

Examining the expository and descriptive paragraph writing of both male and female students reveals some important conclusions. Both male and female students performed well overall in terms of organization, with the majority receiving outstanding grades. However, some male students struggled with structuring their ideas, as indicated by a few scores in the fair and poor categories. Female students showed more consistency, with no ratings in the lower categories.

Both groups demonstrated great talent in terms of content. However, some male students received fair ratings, while female students did not. This suggests that female students may have a slight edge in effectively organizing their material in both types of paragraphs.

Both male and female students did equally well in analyzing language aspects, with all receiving ratings in the good category. This includes the correct use of grammar, vocabulary, and mechanics. This demonstrates a strong grasp of language usage in their work.

The statistical analysis revealed no significant differences between male and female students in their ability to write descriptive and expository paragraphs. The independent sample t-test for descriptive paragraphs showed a sig value of $0.510 > 0.05$, indicating no statistically significant distinction. Similarly, the Mann-Whitney test for expository paragraphs showed a sig value of $0.164 > 0.05$, also indicating no statistically significant distinction. Overall, both male and female students are proficient writers of expository and descriptive paragraphs. However, the differences in structure and content among male students indicate that they may require more assistance to improve their writing abilities in these domains.

B. Suggestions

Based on the findings of this study, several strategies can be implemented to enhance students' writing skills. These suggestions are aimed at students, lecturers, and future researchers to foster better writing practices and understanding.

1. Students

- a. Concentrate on honing academic writing abilities, especially in structuring and summarizing concepts.
- b. Recognize the importance of using the right reporting verbs to improve writing in expository and descriptive paragraphs.

- c. Understand various kinds of reporting verbs to enhance the writing process and avoid plagiarism.

2. Lecturers

- a. Provide students with additional practice and constructive feedback, particularly in organization and content creation.
- b. Promote the use of a wide variety of reporting verbs to enhance the quality of students' writing and prevent plagiarism.
- c. Emphasize the significance of paraphrasing and academic writing techniques.

3. Future Research

- a. Include surveys or interviews with instructors and students to gain a more comprehensive understanding of the factors affecting writing abilities.
- b. Analyze students' written work, such as essays, journals, and assignments, to identify differences in writing styles, themes, and language use. This can complement other qualitative methods and provide comprehensive view of gender differences in writing.

These suggestions aim to enhance writing abilities by focusing on both instructional methods and further research to understand the underlying factors better.