

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study, several conclusions can be drawn regarding seventh-grade students' challenges and enjoyment in writing procedural texts. First, students face various linguistic and psychological challenges that affect their writing performance. Linguistically, students encounter difficulties in grammar usage, vocabulary selection, and organizing procedural steps coherently according to the text structure. Psychologically, factors such as low self-confidence, fear of making mistakes, and concern about evaluation by teachers or peers further hinder their ability to express ideas fluently and confidently. These findings highlight that students' writing competence is not solely determined by their language proficiency but also influenced by their psychological state and overall motivation during the learning process.

Second, despite these challenges, students generally demonstrate a positive perception and enjoyment of writing procedural texts. Factors contributing to this enjoyment include the relevance of writing topics to students' daily experiences, opportunities for creative and personal expression, and the provision of clear guidance and model texts by the teacher. Such factors encourage students to

actively participate in writing tasks, increase their engagement, and support their gradual improvement in overcoming linguistic and cognitive obstacles. These results emphasize that a supportive and motivating learning environment can enhance both students' enjoyment and their willingness to tackle challenging writing tasks.

Overall, the findings suggest that students' challenges and enjoyment in writing procedural texts are interrelated. While students encounter obstacles in language use and psychological barriers, they can still experience positive learning outcomes when teaching strategies are designed to provide structure, meaningful contexts, and motivational support. The use of qualitative methods, including interviews and documentation, allows for an in-depth understanding of students' experiences, providing rich insights into the factors that influence their writing performance and engagement.

A. Suggestions

Based on the findings of this study on students' perceptions of the challenges and enjoyment in writing procedural texts at the seventh grade of SMP N 36 Bengkulu Utara, the researcher proposes several recommendations as follows:

1. **For English Teachers**

Teachers are encouraged to apply more varied and engaging instructional methods in teaching procedural

texts, such as the use of visual media, videos, or hands-on activities, in order to reduce students' difficulties and enhance their interest and enjoyment in writing.

2. For Student

Students are encouraged to practice writing procedural texts more frequently and to expand their English vocabulary in order to minimize writing difficulties and strengthen their confidence.

3. For school

The school is expected to support the learning process by providing adequate facilities and instructional media to help improve students' writing skills

4. For future researchers

Future researchers are advised to explore other factors that influence students' abilities and perceptions in writing procedural texts, as well as to involve broader research subjects and employ more diverse research methods.

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