

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing this study, it can be concluded that EFL students at MTsN 1 Kota Bengkulu require paragraph writing instructional materials that are well-structured, easy to understand, and appropriate to their proficiency levels. The needs analysis revealed that students require clear step-by-step guidance, relevant paragraph examples, explanations of various paragraph types, and instructional materials that support the development and organization of ideas in paragraph writing. These findings indicate that carefully designed instructional materials are essential to meet students' learning needs and support the paragraph writing process.

The findings also showed that effective paragraph writing instruction requires appropriate learning resources and interactive learning activities. Students expressed a strong need for instructional videos, reading materials, writing exercises, group discussions, peer review activities, and continuous teacher feedback. These learning supports are considered important because they provide opportunities for students to explore ideas, engage in collaborative learning, and receive guidance throughout the writing process. In addition, constructive feedback is needed to help students

identify areas that require improvement and to support their learning development.

Furthermore, the needs analysis indicated that the Flipped Classroom model is considered an appropriate instructional approach for paragraph writing. Both teachers and students showed positive perceptions toward learning materials that can be accessed before class, as well as classroom activities that focus on writing practice, discussion, collaboration, and feedback. The findings suggest that students need learning environments that promote active participation, learning independence, and meaningful interaction during the writing process. Therefore, integrating structured instructional materials, accessible learning resources, interactive learning activities, continuous feedback, and the Flipped Classroom approach is considered necessary to effectively support paragraph writing instruction for EFL students at MTsN 1 Kota Bengkulu.

B. Implication

The findings of this study provide several important implications for English language teaching, particularly in the development of paragraph writing instruction for EFL students.

First, the results highlight the importance of designing paragraph writing instructional materials that are well-structured, easy to understand, and aligned with

students' proficiency levels. The needs analysis revealed that students require clear step-by-step guidance, relevant paragraph examples, and explanations of various paragraph types. Therefore, instructional materials should be carefully developed to address students' learning needs and support the process of idea development and paragraph organization.

Second, the study emphasizes the importance of integrating appropriate learning resources and interactive learning activities into paragraph writing instruction. The findings indicate that students need instructional videos, reading materials, writing exercises, group discussions, peer review activities, and continuous feedback. These learning supports can create more meaningful learning experiences and provide opportunities for students to actively participate in the writing process.

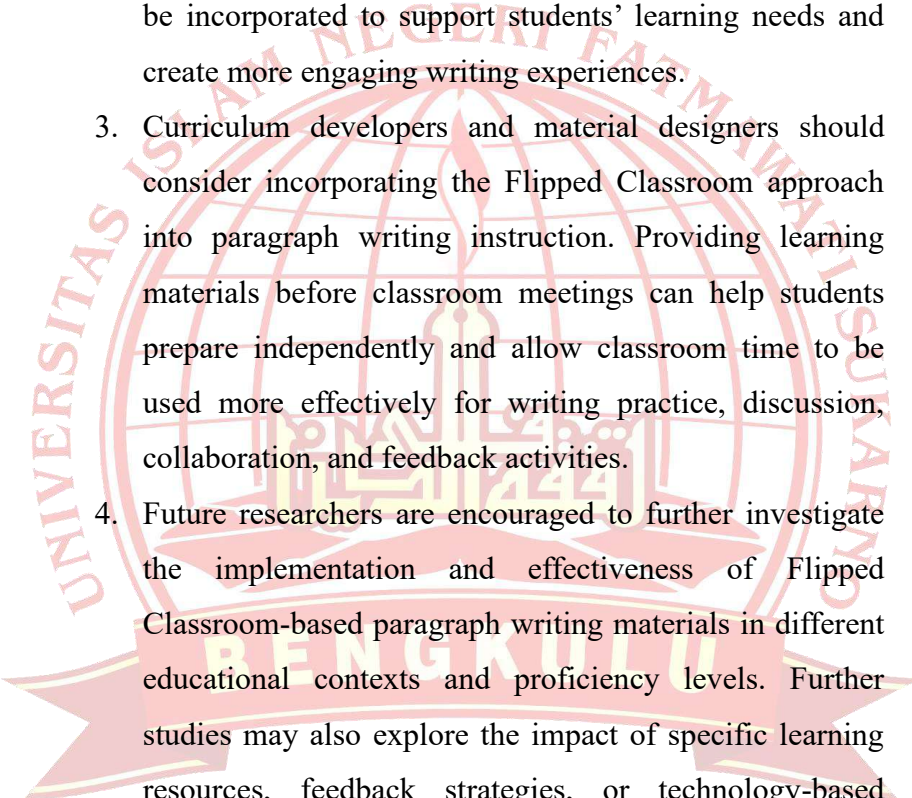
Third, the findings suggest that the Flipped Classroom model can serve as an appropriate instructional approach for paragraph writing. By providing access to learning materials before classroom meetings, the model allows students to prepare independently and enables classroom time to be used more effectively for writing practice, discussion, collaboration, and feedback activities. This implication highlights the need for teachers to design learning experiences that balance independent learning and classroom interaction.

Finally, the study provides implications for curriculum developers, material designers, and educational practitioners. The findings suggest that paragraph writing instruction should incorporate technology-supported learning resources, student-centered learning activities, and continuous feedback mechanisms. Such an approach can help ensure that instructional materials and learning experiences are aligned with students' needs while supporting more engaging, interactive, and meaningful paragraph writing instruction in EFL contexts.

C. Suggestion

The following recommendations are based on the findings of this study and are intended to provide practical contributions for teachers, material developers, curriculum designers, and future researchers in the field of EFL writing instruction:

1. It is recommended that English teachers develop paragraph writing instructional materials that are well-structured, easy to understand, and appropriate to students' proficiency levels. The materials should provide clear step-by-step guidance, relevant paragraph examples, explanations of various paragraph types, and opportunities for students to practice developing and organizing ideas effectively.

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2. Teachers are encouraged to integrate various learning resources and interactive learning activities into paragraph writing instruction. Instructional videos, reading materials, writing exercises, group discussions, peer review activities, and constructive feedback should be incorporated to support students' learning needs and create more engaging writing experiences.
 3. Curriculum developers and material designers should consider incorporating the Flipped Classroom approach into paragraph writing instruction. Providing learning materials before classroom meetings can help students prepare independently and allow classroom time to be used more effectively for writing practice, discussion, collaboration, and feedback activities.
 4. Future researchers are encouraged to further investigate the implementation and effectiveness of Flipped Classroom-based paragraph writing materials in different educational contexts and proficiency levels. Further studies may also explore the impact of specific learning resources, feedback strategies, or technology-based instructional tools on students' paragraph writing development and learning engagement.

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