

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study is that the use of the discovery learning strategy combined with picture series to teach writing of procedure text for the seventh grade students at SMPN 1 Takeran was implemented systematically through three main stages, namely the pre-activity, the main activity (which applied the steps of discovery learning strategy), and the post-activity where students demonstrated active and enthusiastic participation. However, during the learning process, it was found that students faced several real problems, including limited vocabulary, grammatical errors, a lack of confidence, and problems translating their ideas into English.

As a problem solution, the teacher implemented four ways, namely providing immediate feedback to correct writing, providing a model text as a concrete guide, activating prior vocabulary knowledge, and continuously seeking innovative teaching strategies. Considering that this qualitative study is still limited in scope because it focuses only on procedure texts for one class of 29 students at SMPN 1 Takeran, it is recommended that future researchers expand the sample size, examine other types of English texts, extend the duration of the study, and combine it with quantitative instruments to achieve more comprehensive and objective results.

B. Suggestion

1. For Teachers

Teachers are suggested to introduce the assessment criteria from the writing rubric in a simpler way to students before they begin working on the group worksheets. By knowing what will be evaluated, students can independently review their groupmates' writing (peer-editing) before moving on to their presentations. This interactive strategy not only helps teachers provide more effective feedback but also trains seventh-grade students to be more thorough and critical, and to no longer feel hesitant or anxious about the final results of their writing.

2. For Students

Students are encouraged not to feel afraid, doubtful, or anxious about making grammatical mistakes, but rather to focus more closely on the model texts and the instructions provided by the teacher. By continuously practicing independent thinking through direct observation of visual media, students will become more familiar with and able to easily identify English sentence patterns on their own.

3. For Future Researchers

Future researchers are advised to expand the scope of this study, considering that this qualitative research has a limited scope, focusing only on identifying the processes, problems, and solutions related to procedure texts in a single classroom. To obtain more comprehensive,

varied, and objective findings, future researchers are strongly recommended to include a much larger sample of students, applying this strategy to other types of English texts, extending the duration of the study, and adding quantitative instruments such as students' written test scores.