

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of this study, two main conclusions were drawn in relation to the research problems

Students demonstrated generally positive perceptions of their English teacher's motivational role. They felt supported through the teacher's clear explanations, step-by-step guidance, and examples of recount texts, which helped them understand the writing process more easily. Encouragement and a positive classroom atmosphere reduced students' anxiety and made the writing tasks feel more manageable. These perceptions indicate that the teacher's approach contributed significantly to students' confidence, comfort, and willingness to participate in writing activities.

The findings showed that the teacher applied multiple motivational strategies, such as giving encouragement, providing constructive feedback, modeling writing examples, creating a supportive atmosphere, maintaining students' interest, building confidence, and offering opportunities for autonomy. These strategies helped students stay engaged and supported throughout the writing process. Even students who were initially hesitant became more motivated as the teacher consistently provided guidance and reassurance. Overall, the teacher's motivational practices played a crucial role in fostering a productive and supportive writing environment.

5.2 Suggestions

Students' Perceptions on the Teacher's Role as Motivator in Learning Recount Text

1. For Students

Students are encouraged to maintain the positive perceptions they already hold toward the teacher's motivational support. They can benefit from responding actively to encouragement, seeking clarification when needed, and using model texts to guide their writing process. Students are also advised to reflect on the feedback they receive and apply it consistently in their revisions so that their confidence and writing skills continue to grow.

2. For Teachers

Teachers are recommended to sustain the motivational behaviors that students perceive positively, particularly in the areas of encouragement, clear explanation, and supportive guidance. Since students interpret these actions as helpful and motivating, teachers may strengthen their practice by providing more personalized assistance for learners who still struggle with idea development. Teachers may also continue fostering a classroom climate that students view as comfortable and supportive, as this environment contributes significantly to positive perceptions.

3. For Future Researchers

Future researchers may examine students' perceptions of teacher motivation in different writing genres or school contexts to determine whether similar patterns appear. Additional studies could also explore how students'

perceptions develop over time or how they vary across different teaching styles. Expanding the scope to include mixed methods or comparative school analyses may offer deeper insights into factors that shape student perception.

The Teacher's Role in Motivating Students in Learning Recount Text

1. For Students

Students are encouraged to actively take advantage of the teacher's motivational strategies by participating fully during writing activities and practicing independently outside class. Applying teacher feedback and using model texts as references can help students enhance their writing performance. They may also develop stronger autonomy by revising their drafts and building habits that support continuous improvement.

2. For Teachers

Teachers are advised to continue implementing the motivational strategies identified in the findings, including encouragement, clear instruction, structured modeling, and constructive feedback. These practices have shown positive influence on student engagement. Teachers may improve their strategies by providing more differentiated support, especially for students who require additional guidance during idea generation or organizing their recounts. Sustaining a supportive classroom environment is essential in helping students feel confident and motivated.

3. For Future Researchers

Researchers may explore motivational practices used by teachers in other writing skills, such as descriptive or narrative text, to compare their effects on

student engagement. Further research could also include longitudinal designs to understand how sustained motivational strategies influence writing development over time. Studies involving classroom observations across multiple teachers may help provide broader insights into how motivational practices vary and which approaches are most effective.

