

CHAPTER V

CONCLUSION & SUGGESTION

5.1 Conclusion

The chapter presents the conclusion drawn from the results and discussion described in the previous chapter, along with suggestions that may be useful for related parties. This study was conducted to find out whether there is a significant correlation among students' perception of Happy Puzzle Hands-On Media, Students' Motivation, and Writing Skills of Grade X students at SMKN 1 Mojoanyar. Based on the data analysis that has been carried out, several conclusions can be drawn as follows.

1. Partially, Happy Puzzle Hands-On Media was found to have a statistically significant partial correlation with students' writing skills. This means that the more positive students' perception of this media, the better their writing skills trend to be.
2. On the other hand, Writing Motivation did not show a significant partial correlation with writing skills. Although the direction of the relationship remained positive, motivation alone was not strong enough to be considered as having a reliable, independent associated on students' writing skills.
3. When tested simultaneously, Happy Puzzle Hands-On Media and Students' Motivation together showed a statistically significant correlation. However, the coefficient of Determination ($R^2 = 0.068$) shows that these two variables together explain only 6.8% of the variance in students' writing skills, while the remaining 93.2% is explained by other factors outside this study.

Based on the explanation above, it can be concluded that the hypothesis of this study is accepted, namely that there is a significant simultaneous correlation among students' perception of Happy Puzzle Hands-On Media, Students' Motivation, and Writing Skills of Grade X students at SMKN 1 Mojoanyar. Although motivation alone did not show a significant contribution, it still added value when combined with the use of an appropriate learning media in writing activities.

5.2 Suggestion

Based on the findings and conclusion above, several suggestions can be proposed to related parties, as follows.

1. For English Teachers

Teachers are suggested to consider using interactive learning media such as Happy Puzzle Hands-On Media in writing activities, since this media has been shown to be positively correlated with students' writing skills. Teachers should also pay attention to students' motivation, for example, by designing writing tasks that are relevant to students' interests and needs, and by giving constructive feedback so that students stay motivated throughout the writing process.

2. For School

The school is expected to provide adequate interactive learning media and support teacher training in developing more varied writing teaching strategies, so that the teaching and learning process of English can become more engaging and effective.

3. For Students

Students are encouraged to be more actively involved in learning activities that use interactive media, and to keep developing their own internal motivation to write, rather than relying on external drives such as grades or task demands.

4. For Future Researchers

Considering that the contribution of Happy Puzzle Hands-On Media and Students' Motivation to Writing Skills in this study was still relatively small (6.8%), future researchers are suggested to examine other variables that may also be related to writing skills, such as writing anxiety, reading habits, or the learning environment. In addition, the motivation instruments used in future studies should be more specific to the writing task context rather than measuring general motivation, so that the data obtained can better reflect the actual condition. The sample coverage can also be expanded, for example, by involving more than one school or different grade levels, so that the findings can be generalized more broadly.