

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study was conducted to address the research questions concerning the barriers encountered by fifth semester students of the English Education Department at Universitas Muhammadiyah Bengkulu in writing English paragraphs in the digital era, as well as the influence of digital technology on their writing practices.

Regarding the first research question, the findings indicate that students experience multiple barriers, which can be categorized into linguistic, cognitive, technical, and technological aspects. Among these, linguistic barriers were identified as the most dominant. Vocabulary emerged as the most frequent error (8 errors), followed by grammar (7 errors) and spelling (7 errors). Additional difficulties were observed in cohesion (5 errors), mechanics (4 errors), organization (2 errors), and coherence (1 error). These results suggest that limited vocabulary mastery and grammatical inaccuracy remain the primary obstacles to constructing academically appropriate paragraphs. Although students generally demonstrate awareness of paragraph structure, they encounter challenges in selecting precise vocabulary, maintaining grammatical accuracy, and ensuring cohesive links between sentences.

With regard to the second research question, the findings reveal that digital technology plays a dual role in students' paragraph writing. On one hand, digital tools such as grammar checkers, translation applications, and AI based writing assistants provide immediate support in correcting errors, selecting vocabulary, and generating ideas. On the other hand, excessive reliance on these tools may undermine students' confidence and limit the development of independent writing competence. Despite technological assistance, linguistic errors particularly in vocabulary and grammar persist, indicating that digital tools cannot substitute for fundamental language proficiency.

In summary, this study concludes that vocabulary limitation constitutes the most significant barrier in students' paragraph writing, followed by grammatical and spelling difficulties. While digital technology offers practical support, sustainable improvement in

academic writing requires a balanced use of technology combined with the development of independent linguistic competence and effective writing strategies.

5.2 IMPLICATION

The findings of this study carry several important implications for students, lecturers, and the institution in the context of academic paragraph writing. For students, the results indicate that writing difficulties are not solely related to a lack of ideas, but are strongly influenced by linguistic, cognitive, and affective factors. This implies that students need to develop greater awareness of paragraph structure, academic vocabulary, and grammar, as well as strengthen their confidence and independence in writing. While digital writing tools can be beneficial in supporting language accuracy, students should be guided to use these tools critically so that they do not become overly dependent on technology and neglect the development of essential writing skills such as idea organization, coherence, and critical thinking.

For lecturers, the findings highlight the importance of addressing paragraph writing difficulties through integrated and process-oriented instruction. Lecturers are encouraged to focus not only on correcting grammatical errors but also on guiding students in planning, organizing, and developing ideas within a paragraph. The results also suggest that lecturers play a crucial role in reducing students' writing anxiety by providing clear instructions, constructive feedback, and supportive learning environments. By emphasizing guided practice and encouraging students to engage actively in the writing process, lecturers can help students improve both their technical writing skills and their confidence in academic writing.

At the institutional level, the persistent barriers identified in this study suggest that English education programs should place greater emphasis on academic writing development across the curriculum. Writing instruction should be systematically supported through curriculum design, adequate writing practice opportunities, and the responsible integration of digital technology in learning. Without institutional support that prioritizes academic writing competence, students may continue to rely on surface-level correction tools without developing deeper writing proficiency. Therefore, institutions are encouraged to promote instructional policies and learning environments that support the balanced development of linguistic competence, cognitive skills, and academic writing autonomy.

5.3 SUGRESSION

From this research, the researcher provides several suggestions based on the findings and conclusions of the study. The suggestions are as follows:

1. For Lecturers

It is suggested that lecturers provide more explicit and integrated instruction in academic paragraph writing, particularly in grammar, academic vocabulary, paragraph structure, and coherence. Lecturers are encouraged to emphasize the writing process by guiding students through planning, drafting, revising, and editing stages rather than focusing solely on the final product. In addition, providing constructive feedback and creating a supportive classroom atmosphere may help reduce students' writing anxiety and increase their confidence. Lecturers should also guide students in using digital writing tools responsibly so that these tools support learning without replacing students' independent thinking and writing development.

2. For Students

Students are encouraged to improve their academic paragraph writing skills by practicing regularly and developing greater awareness of paragraph structure, idea organization, and academic language use. Students should actively expand their academic vocabulary, strengthen grammatical competence, and apply writing strategies such as outlining and revising to improve paragraph coherence and development. Moreover, while digital tools can be useful in assisting grammar and vocabulary, students are advised to use them critically and avoid overreliance, so that they can build confidence and independence in academic writing.

3. For Future Researchers

Future researchers are recommended to conduct further studies that examine more deeply the dominance level of each writing barrier using broader samples or different research designs. Further research may focus on identifying which specific barrier is the most dominant through quantitative measurement or mixed-method approaches. In addition, future studies are encouraged to investigate in greater depth why a particular barrier becomes dominant and what underlying factors contribute to its prominence. Such investigation may provide more comprehensive insight into the causal relationships

among linguistic, cognitive, psychological, and technological factors in academic paragraph writing.