

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter elaborates the conclusion, and suggestion of the researcher . The researcher takes the result based on the research findings in the previous chapters in relation to the proposed research questions.

#### 3.2 Conclusion

Student with very low growth mindset level have an awareness that learning is important even though students lack enthusiasm for learning or tend to be lazy and tend to avoid challenges. The student with growth mindset in this level also doesn't like trying new things, preferring to stay in his comfort zone. In writing descriptive text, student tend to be less confident. In addition, this student often have difficulty managing their time which hinders student creativity. The student with growth mindset in this level recognize mistakes as a natural part of the learning process, using technology to improve skills even if they don't feel completely creative. This is proven by the creativity results which show that student who have very low growth mindset level also have very low level of creativity when writing descriptive text in the form of poster.

Student with low growth mindset level believe that they can improve their abilities by studying even though they rarely do it. The student with growth mindset in this level able to find solutions by using technology. The student with growth mindset in this level also see failure as a valuable lesson and see mistakes as opportunities to learn better. This student confident in their potential but the student with growth mindset in this level don't like facing challenges. The lack of motivation and persistence in learning hinders their creativity, which is proven by the results of creativity which show that student who have low growth mindset level also have low level of creativity when writing descriptive text in the form of poster.

Student with high growth mindset level believe in their ability to continue developing. Despite facing difficulties such as language and time management limitations, they remain committed and see difficulties as opportunities to learn. Although there is a belief that abilities can develop, the approach is more relaxed. The student with growth mindset in this level study seriously but not always consistently because of their challenges in writing, namely difficulty managing time. The student with growth mindset in this level optimistic and persistent, and actively seek solutions to challenges in writing so that the student with growth mindset in this level can further improve creativity and writing abilities. This is proven by the results of their creativity which show that student who have high growth mindset level also have very high level of creativity when writing descriptive text in the form of poster.

Student with very high growth mindset level have a strong belief in their development potential, especially in writing descriptive texts. The student with growth mindset in this level persistent, and dare to face challenges. The student with growth mindset in this level spend more time studying, face challenges with enthusiasm, and strive to continuously improve themselves despite failure. The student with growth mindset in this level see failure as an opportunity to learn and find ways to overcome obstacles in writing. Even though this student face language problems, their optimism helps them continue to try and improve. This mindset keeps them enthusiastic about learning and developing. So, the student with growth mindset in this level able to achieve higher creativity in writing. This is proven by the results of creativity which show that students who have low growth mindset level also have very high level of creativity when writing descriptive text in the form of poster.

So, student with very high growth mindset level tend to show greater creativity in their writing efforts. Vice versa. Support from a learning environment that strengthens their positive attitudes and motivation also contributes to their ability to express ideas creatively in their writing. So, students with high growth mindset have an advantage in producing more creative and innovative written work

## 4..2 Suggestions

The writer would like to provide suggestions to students, English teachers, and future researchers that considering the results of the research, the researcher gives several suggestions that are proposed as follows:

### 3.2.1 For Students

Students should improve their own growth mindset tendencies and strive to cultivate a stronger belief in their ability to improve their writing skills. Students should be improved and keep intention to learn English. The most important thing for students is that students need have the motivation. The motivation possessed by students can make them have the desire to keep practicing writing. They must take an active role in their learning, with a particular emphasis on motivation.

### 3.2.2 For Teachers

Teachers should recognize that each student has a unique growth mindset and provide targeted support, especially to those with a lower growth mindset. By paying more attention to students' individual mindsets and encouraging active participation in writing tasks, teachers can foster a more conducive learning environment. Effective teaching strategies, detailed feedback on writing errors, and regular writing assignments are essential to help students improve their writing skills and build confidence.

### 4.2.3 For Future Researchers:

Researchers in the future are expected to be better at improving the quality of research, especially research related to student growth mindset ini writing descriptive text creativity. However, future researchers are welcome to use this research as well as possible to support future research.