

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the results and discussion. The conclusion are related to the results of the implementation regarding the use of project-based learning and storyboard to teach writing recount text for the eighth grade students of SMP Negeri 1 Maospati. In addition, the researcher dedication the suggestion for the teacher, students, and the future researchers. The conclusion and suggestion are described as follows.

A. Conclusion

The project-based learning method and storyboard can be used in the classroom to teach recount text writing skills in English. Teachers use storyboard media as a learning support tool, combined with the steps in the project-based learning method, according to the prepared teaching module. The results are good enough to improve students' writing skills, especially in writing recount texts in English.

However, there are things that must be considered if teachers use the project-based learning method. Besides the small size of the storyboard media, another disadvantage is that it takes too much time. The teacher must re-explain to students or groups who do not understand the instructions that have been explained previously. In addition, students also have to look up the verb 2 words they need in a dictionary, book, or Google translate. As a result, the time available can be said to be wasted. Nevertheless, the use of project-based learning and storyboard method does have some weaknesses, such as students become more active, creative, and independent during the learning process, and students are easier to put ideas into writing, in this context is recount text.

After understanding the use, advantages, and disadvantages of the project-based learning method and storyboard to teach recount text writing for eighth grade students of SMP Negeri 1 Maospati, the researcher can set the research boundaries. The limitations of

this research are in the research design, instruments, triangulation, participants, and researchers. First, this research design uses qualitative research, which means that researchers only focus on one or two research objects. Second, the research instrument is adjusted to the type of research, so there is no definite data calculation. Third, using a triangulation methodology that also adapts to research instruments, so that researchers only focus on data from various points of view. Next is the participant, where the researcher chooses participants based on the results of the observation, namely which class is suitable for research, thus causing unrest in analyzing the data. Finally, the researcher who takes a role in analyzing this qualitative research.

Thus, the use of project-based learning and storyboard to teach writing recount text can give positive results in teaching writing, especially writing recount text. However, teacher should also consider the strengths and weaknesses of this method so that, when learning activities take place using the storyboard method and media, both teacher and students can achieve the desired results together.

B. Suggestion

Based on the findings and conclusions of the study, the researcher provides several suggestions for all participants involved in this study. Including, for teacher, students, and future researchers. The following are some suggestions given by the researcher.

1. For the English Teacher

Related to the shortcomings of the use of project-based learning and storyboard to teach writing recount text in this study, which is relatively small and the knowledge of students' vocabulary. Teacher are advised to use more varied picture media as supporting tools in learning activities. This media plays an important role in teaching writing, especially in this research is writing recount text. This makes the class condition more active and less boring. In addition, regarding students' limited

vocabulary, teachers should equip students with various vocabularies. This means that students' knowledge of vocabulary can increase even a little.

2. For the Students

Based on the limitations of students that researchers found, such as inattention during the learning process, and lack of vocabulary exposure. Through the limitations of the study, the researcher provides several suggestions to students, including that students be more focused when learning activities are taking place, and increase their self-knowledge in vocabulary dissection to make it easier and more focused in doing the tasks given by the teacher. Thus, researcher can assess more objectively the use of project-based methods and storyboard media to teach writing skills, in this context is recount text.

3. For the Future Researchers

Future researchers can use other research instruments, such as qualitative research to find out the use of project-based learning and storyboard to teach writing recount text in terms of other research instruments. Furthermore, future researchers are expected to be able to apply the use of project-based methods and storyboard media at various levels in the institution.