

CHAPTER V

CONCLUSIONS AND SUGGESTION

In this chapter, the researcher concludes the results of the study. The following is the conclusion of the implementation of Content-Based Instruction and Webtoon to teach reading narrative text for tenth grade of SMK Gamaliel 1 Madiun. The researcher also give suggestions to the next researcher or the students. The explanation are presented below.

A. Conclusion

The integration of Content-Based Instruction (CBI) and Webtoon is implemented effectively through meaningful learning activities that promote active student involvement. Throughout the learning process, students read narrative texts, identify narrative elements, learn unfamiliar vocabulary, write summaries, and share their ideas. These activities enable students to develop their English skills by focusing on the meaning of the narrative rather than on isolated language forms.

The implementation of Content-Based Instruction and Webtoon offers several advantages in teaching reading narrative texts. It enhances students' motivation and engagement, improves their reading comprehension, enriches their vocabulary, and encourages collaboration during classroom activities. The combination of visual illustrations and written text helps students understand the stories more easily and creates a contextual, interactive, and student-centered learning environment.

The study also identifies several challenges during the implementation. The main limitations involve technical issues, including unstable internet connections, difficulties in locating specific information because of continuous scrolling, and limited access through the Webtoon website. However, these issues are related to the technology used rather than the instructional approach itself. Overall, the findings suggest that integrating Content-Based Instruction and Webtoon is an effective way to teach reading narrative texts. This approach provides meaningful learning experiences, strengthens students' reading comprehension and vocabulary knowledge, and promotes active participation throughout the learning process.

B. Suggestion

Based on the findings of this study, several suggestions are prepared to enhance the effective implementation of the Using of Content-Based Instruction and Webtoon to teach reading narrative text:

1. For English Teacher

English teachers are encouraged to use Content-Based Instruction (CBI) and Webtoon when teaching reading, especially narrative texts. Teachers should select Webtoon stories that match students' language levels and learning objectives. They should also design meaningful activities that help students identify narrative elements, discuss the story, summarize the text, and share their ideas. In addition, teachers are advised to prepare backup learning materials or ensure stable internet access to minimize technical problems.

2. For Students

Students are encouraged to use Webtoon as an additional learning resource to improve their reading comprehension and vocabulary. Reading English Webtoon regularly provides authentic language exposure and makes reading more enjoyable. Students are also encouraged to participate actively in group discussions to strengthen their understanding of narrative texts.

3. For Schools

Schools are expected to provide adequate technological facilities, including reliable internet access, multimedia equipment, and digital devices. These facilities support the effective implementation of technology-based learning and create a more interactive learning environment.

4. For Future Research

Future researchers are encouraged to examine the integration of Content-Based Instruction and Webtoon in different educational settings, language skills, or text types. They may involve more participants, different educational levels, or apply mixed-methods and experimental designs to obtain broader findings. Future studies may also compare Webtoon with other digital learning media to expand knowledge of technology-supported language learning.