

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter serves as the concluding section of the research that has been conducted. The researcher presents the final conclusions drawn from the analysis of data collected through observations, interviews, and documentation throughout the research process. In addition, the researcher offers a number of recommendations addressed to various stakeholders as a contribution of this study to the development of English writing instruction, particularly at the high school level.

A. A. Conclusion

This study examines the implementation of Project-Based Learning and comic strips as teaching media in teaching students to write recount texts in the tenth-grade class at SMAN 1 Barat. Based on data collected through observation, interviews, and documentation, the researcher drew the following three conclusions.

First, the learning process took place through three systematic stages. In the Introduction stage, the teacher built students' initial motivation through icebreaker questions based on personal experiences and by showing a video of a recount text. In the Core Activities stage, the teacher explained the theoretical aspects of recount texts, divided students into groups, assigned them to create comic strips using *Canva* based on their personal experiences, then had the groups exchange comics as a basis for writing their recount texts, and concluded with a presentation of the results in front of the class. In the Closing stage, the

teacher leads a group reflection and concludes the lesson with motivational remarks. Overall, the combination of these two approaches successfully encouraged students to learn actively, collaboratively, and creatively, making the learning experience more meaningful than conventional methods.

Second, four main challenges were identified during implementation: lack of optimal time management, as students spent too much time on the comic design process; difficulty in comprehensively monitoring device use, which posed a risk of distraction; uneven group participation, as some students tended to be passive; and students' difficulties with language aspects, particularly the use of the simple past tense and appropriate vocabulary selection.

Third, each challenge was successfully overcome through concrete steps taken by the teacher in a responsive manner. The teacher provided periodic reminders about deadlines, actively circulated to monitor group progress, required a clear division of roles before the project began, and provided direct grammar guidance during the monitoring process while encouraging students to learn independently through dictionaries, the internet, and discussions with peers.

B. Suggestion

1. For Teachers

Teachers are encouraged to consider combining Project-Based Learning with comic strips as an alternative strategy for teaching writing. In implementing this approach, teachers need to allocate time proportionally between the comic-creation phase and the writing phase so that students' focus does not shift away from the primary learning objectives. Before the

writing activity begins, teachers should provide brief, targeted reinforcement of linguistic aspects, particularly simple past tense grammar and vocabulary selection. Teachers also need to establish clear group roles from the outset so that all members can contribute actively and equally.

2. For Students

Students are encouraged to make the most of this learning experience not only for classroom assignments but also as independent practice outside of class hours. Getting into the habit of writing short journals in English or creating simple comics about daily experiences can be a fun way to continue practicing writing skills. In group work, an active attitude and a sense of responsibility toward one's respective roles are crucial for effective collaboration. When facing difficulties, students should not hesitate to utilize the various learning resources available, as independent learning is the key to continuous improvement in language skills.

3. For Future Researchers

This study was limited to a single tenth-grade class at SMAN 1 Barat over one semester; therefore, its findings cannot yet be widely generalized. Future researchers are advised to expand the scope of their research by involving more classes or different schools. Additionally, exploring the application of comic strips and Project-Based Learning to other text types, such as narrative or procedural texts, could enrich our understanding of the effectiveness of this approach. The use of a mixed-methods research design that combines qualitative and quantitative data, such as pre- and post-tests

of writing skills is also recommended so that the impact of the learning process can be measured more objectively and comprehensively.