

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter aims to present two parts, namely the conclusions and suggestions. The conclusion is based on the research findings and discussion. Furthermore, the suggestion is intended to provide guidance for future researchers in the same field.

A. Conclusion

Based on research conducted at SMAN 1 Plemahan, it can be concluded that tenth grade students face challenges when writing narrative texts. These challenges stem from an inability to develop ideas, resulting in story drafts that tend to be very short and lack detail. Additionally, students struggle to develop the complication and resolution sections, causing the storylines they create lack logical flow. From a linguistic perspective, students show significant weaknesses in their mastery of grammar, particularly regarding past tense rules, the use of conjunctions, as well as limited vocabulary variety, as indicated by the monotonous use of action verbs. Furthermore, students also make errors when writing correct sentences, such as spelling mistakes and incorrect punctuation placement.

The difficulties experienced by these students were caused by several interrelated factors. Obstacles in developing story ideas were triggered by the students' limited mastery of English vocabulary. This frequently made it difficult for students to put their story ideas into writing due to their limited

vocabulary and lack of understanding of correct English grammar structures. During the project-based learning process, student discussions were disrupted by environmental factors, namely a noisy atmosphere due to the classroom's location next to the sports hall. Additionally, the lack of learning resources, such as dictionaries, further contributed to the students' difficulties. Consequently, collaborative interactions among students while working on the narrative text writing project were not fully realized.

Overall, it can be concluded that although project-based learning has the potential to enhance collaborative learning, success in writing English narrative texts also heavily depends on students' internal readiness and the support of a conducive classroom environment. The inconsistency between students' imaginations and their writing skills is the core of the obstacles in writing narrative texts identified in this study.

B. Suggestion

Based on the conclusions, the researcher proposes the following recommendations, which are expected to be beneficial for stakeholders:

1. For Students

Students are encouraged to be more proactive in expanding their vocabulary independently and improving their understanding of grammar. In addition, students should have supporting tools such as personal dictionaries when learning English. This is to ensure that if a similar assignment comes up unexpectedly, students will not have difficulty translating and constructing sentences.

2. For Teachers

The teacher is advised to reinforce students' understanding of grammar before they begin working on the project. The teacher is also advised to provide detailed instructions so that students can prepare properly well in advance of the project's start. In addition, the teacher should consider scheduling the project so that it does not overlap with activities in the sports hall, in order to maintain students' concentration during lessons that require a high level of focus.

3. For Future Researchers

Future researchers are encouraged to conduct further studies on the effectiveness of learning tools such as digital dictionaries that can be integrated into the Project-Based Learning method to address the limitations of print dictionaries. Additionally, future researchers may conduct studies comparing students' writing outcomes between quiet and noisy learning environments to assess the extent to which these environments influence the quality of narrative writing.