

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the result and all arguments of the research as well as present their limitations together. Besides, it spells out recommendations for future research and current practice.

A. Conclusions

Based on the results and discussions aforementioned in the previous chapter, the researcher would like to summarize the following conclusions:

1. The implementation of storyboard media to improve the seventh grade students' narrative text writing at Mts Miftahul Huda Sumberrejo covers three stages the first is the planning stage it includes compiling lesson plans and preparing the required learning media such as worksheets and storyboard media tools. Second, there are 3 practicum stages, namely: Opening activities, core activity, and closing activities. Third, the evaluation stage is carried out after learning is complete.
2. The seventh grade students' problems in narrative text writing at Mts Miftahul Huda Sumberrejo are the lack of vocabulary, a feeling of laziness in learning, noise and sleeping in class and not being active and passive. .
3. The advantages of storyboard media in writing narrative text are being able to motivate and activate students in learning, being easily understood by students, and being more practical in the learning process in class. Meanwhile, storyboard media has disadvantages, namely, it is easily damaged if it is not cared for properly and costs a lot.

B. Recommendations

Based on the conclusion above, the researcher gives some suggestions for English teacher and further research as follow:

1. For school principals to further complement Mts Miftahul Huda Sumberrejo school facilities such as a language laboratory room so that students can learn and practice English more effectively. Because the language laboratory can increase students' interest in learning.
2. For English Teachers, teachers are expected to remain trying to achieve optimal conditions so that the learning process is more fun and continue to use storyboard media in teaching narrative text. Because the selection of storyboard media takes into account many factors, including easy to obtain, cheap (economical), easy

to use, relevant to teaching material (syllabus), and does not take up much time, learning runs effectively.

3. For Further Research, It is hoped that more learning media will be found that are appropriate for improving students' writing narrative text skills or combining students' narrative text writing with other media. And it is hoped that it will examine more deeply not only class VII students, for example improving the ability to write narrative texts of students at MTs Miftahul Huda Sumberrejo so that they can perfect this research.

