

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This part narrates the research conclusion and suggestions in detail as the result of the research study. This chapter consists of two sections, the first section is conclusion and the second is suggestion.

5.1 Conclusions

Analysis on findings and interpretations, some conclusions can surely be withdrawn. Firstly, film trailer in teaching writing narrative text has been proven can enhance students' narrative writing. This result was encouraged statistically by t-test calculation in post- test scores which shows that the alternative hypothesis was not rejected. The significant value (0.00) is less than the level of significance (0.05). Furthermore, based on students' writing product, it can be shown that students' understanding of elements within narrative writing such as generic structure were improved.

Second, there were some factors influencing students' writing results when using film trailer in teaching writing narrative text. The first one was related to students' interest and motivation to engage in writing activity, while the second factor was the technique and media used in presenting the material. Based on the treatment given, film trailer can arouse students' interest and motivation. This feature also provides narrative element presented properly. Thus, students were able to understand the material easily. By well- preparation in utilizing film trailer, it could assist students produced good narrative text.

5.2 Suggestions

There are some suggestions that can be recommended for the follow-up studies. The suggestions are in regard with practical development, professional development, and theoretical development.

Film trailer is applicable in foreign language classroom. It offers language experience that the students cannot find in their society. Dealing with practical development, by using film trailer the teachers should direct the students not only in writing skills, but also in other language skills such as speaking and listening. Furthermore, it is recommended that the film trailer is not only limited to teach narrative text but also to teach other genres such as recount, and descriptive.

Furthermore, concerning professional development, the teachers are recommended to have certain competencies. They should be able to select various kind of stories contained in film trailer that is appropriate for students in terms of the learning objectives and students' needs and interests. Besides, the teachers should also have capability in designing and presenting the materials to the students. As the result, the students will be more interested and easier in comprehending the materials.

The last suggestions deal with theoretical development. The use of film trailer in teaching narrative text can be a forward step to this study. If the experimenter has much time, it is better to conduct true experimental in order to get a more defensible result. The use of purposeful sampling which belongs to nonprobability sampling makes this study face limitation in generalizing the result. The result of this study can be generalized only under variables, condition,

and characteristics of subjects involved in this study. In order to get a generalization to a wider population by applying random assignment in choosing the groups of sample. Besides pretest and posttest, teacher observation as instrument which record teaching – learning process during the treatments can be involved to enrich findings of the follow-up study.

