

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the results of this research, it can be concluded that the use of narrative text in writing activities within the English Student Community (ESCO) has a positive impact on students' writing development. The findings reveal that:

1. Most students hold a positive perception toward the use of narrative text in writing activities. Narrative text is considered helpful in developing ideas, organizing paragraphs, improving vocabulary, and strengthening grammar. Students also perceive narrative writing as enjoyable and motivating, since it allows them to express creativity and imagination.
2. Despite these benefits, students also face challenges, particularly in developing plots, characters, conflicts, and story endings. Some students also reported difficulties in time management and limited vocabulary, which occasionally hinder their writing process.
3. Narrative writing practice in ESCO not only contributes to improving students' writing skills but also helps them build confidence in speaking English. This shows that narrative writing has a transferable effect across different language skills and enhances students' overall English proficiency.

In conclusion, students' perception toward the use of narrative text in ESCO is generally positive, as it provides both academic and motivational benefits, although certain challenges remain in its application.

B. Implication

The findings of this study have several implications in the field of English language teaching and learning:

1. For teachers and tutors, the results imply that narrative text is an effective medium for engaging students in writing activities. Teachers can design more creative and collaborative tasks using narrative texts to stimulate students' imagination and critical thinking.
2. For students, participation in writing communities such as ESCO can be an alternative way to improve language skills outside the classroom. By consistently practicing narrative writing, students can enhance their vocabulary, grammar, and coherence, as well as develop stronger confidence in both writing and speaking.
3. For educational institutions, the study highlights the importance of supporting extracurricular learning communities like ESCO. Providing structured programs that include narrative writing can enrich students' learning experiences and foster a supportive environment for skill development.

4. For future curriculum development, the results suggest that incorporating narrative-based writing activities can be a valuable approach to strengthen students' motivation, creativity, and communicative competence in English.

C. Suggestion

Based on the results and implications of this research, the following suggestions are proposed:

1. For lecturers and tutors: It is suggested to continue using narrative texts in writing instruction, but with additional guidance on plot development, character building, and conflict resolution. Feedback and peer-review activities should also be emphasized to help students overcome writing challenges.
2. For students: Students are encouraged to actively engage in writing communities and use narrative writing as a medium to practice and express their ideas. They should also read more narrative texts to expand vocabulary and gain inspiration for their own writing.
3. For future researchers: This study was limited to students in one community (ESCO) and relied on qualitative data. Future studies could expand the scope by involving more participants, using mixed methods, or comparing narrative writing with other text types (e.g., descriptive, report, recount) to see which provides the most significant impact on writing skill development.

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