

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS, AND SUGGESTION**

This chapter presents the conclusion drawn from the research findings regarding the implementation of Story-Based Learning (SBL) in teaching narrative writing, as well as students' responses to the method. It also outlines the practical implications of the study for various stakeholders, including teachers, students, and future researchers. Finally, this chapter offers suggestions for improving the use of SBL in classroom practices and for conducting further studies in related areas.

#### **5.1 Conclusion**

This study aimed to investigate how Story-Based Learning (SBL) is implemented to enhance students' ability in writing English narrative texts, as well as to explore students' responses to the use of this method. Based on data analysis conducted through observations, interviews, and documentation, it was found that the story-based learning approach has a significant impact on both the learning process and outcomes, particularly in the context of narrative writing.

Firstly, regarding the implementation of Story-Based Learning, the research findings indicate that the teacher applied this method systematically through several stages: story presentation, discussion of plot and characters, vocabulary exploration, and independent writing activities. This approach provided a concrete

and engaging context for students to understand the structure of narrative texts, including orientation, complication, and resolution. The teacher also provided stimuli in the form of visual stories and oral narration, which stimulated students' imagination and understanding of narrative elements. As a result, students were able to write texts with more coherent structure, creativity, and adherence to linguistic conventions.

Secondly, regarding students' responses to the implementation of Story-Based Learning, most students gave positive feedback. They felt more interested and motivated to learn writing because the learning process was not monotonous. The stories used as learning media helped them better understand the content and structure of the text. Several students said that SBL helped them organize their ideas more coherently, as they had a clear picture of the story. In addition, this method was also perceived to reduce anxiety in writing, as students felt supported by the contextual framework provided through the stories.

Overall, the implementation of Story-Based Learning has proven to be effective in improving students' ability to write narrative texts. This method not only helps students better understand text structure but also enhances their interest and confidence in writing. The positive responses from students indicate that this approach is worth further development in English language teaching, particularly in writing skills, which are often perceived as challenging. The findings of this study also provide practical contributions for teachers in designing more contextual and enjoyable learning experiences. Therefore, it can be concluded that Story-Based Learning is a relevant and beneficial strategy for teaching English narrative writing at the junior high school level. This study provides evidence that a story-

based approach can successfully integrate cognitive, affective, and linguistic aspects within the student learning process. The researcher recommends that this approach be implemented more broadly and adapted to specific learning contexts to achieve more optimal results.

## **5.2 Implications**

The results of this study offer several important implications, both theoretical and practical. The findings indicate that Story-Based Learning serves not only as an engaging instructional strategy but also as an effective approach for developing students' narrative writing skills. Therefore, this research is expected to contribute to the advancement of language learning theory as well as teaching practices in the field.

### **1) Theoretical Implications**

Theoretically, this study supports and reinforces the perspective of social constructivist theory, which emphasizes the importance of context, social interaction, and real-life experiences in the learning process. The implementation of Story-Based Learning demonstrates that when students are provided with meaningful and engaging contexts through stories, they can construct a deeper understanding of the structure and elements of narrative texts. Furthermore, the findings of this study also contribute to the development of text- and genre-based learning theories by showing that the integration of stories as contextual media can serve as an effective bridge between theory and practice in writing instruction.

## 2) Practical Implications

Practically, the findings of this study provide inspiration and guidance for stakeholders, teachers, students, and future researchers are as follows:

### a) Stakeholders

The results of this study provide evidence that the Story-Based Learning (SBL) approach is effective in enhancing students' narrative writing skills. Therefore, education policymakers may consider integrating SBL into English language learning policies at the junior high school level, whether through teacher training, the development of learning modules, or the formulation of best practice guidelines. This study can also serve as a foundation for designing a more contextual and engaging curriculum for students.

### b) Teacher

This study shows that teachers play a central role as facilitators in story-based learning. Teachers are encouraged to adopt the SBL approach in the writing instruction process, particularly by sparking ideas through contextual stories, providing scaffolding in text development, and offering constructive feedback. These practices have proven effective in enhancing student engagement, creativity, and understanding of narrative text structure.

### c) Student

For students, the implementation of Story-Based Learning (SBL) provides a more enjoyable, meaningful, and contextual learning experience. Using stories and visual media, students can develop their story ideas more freely and creatively. In addition, they are better supported in understanding narrative structure and feel more confident in their writing. Therefore, students should be continuously encouraged to actively participate in story-based writing activities and to use this learning experience to enhance their literacy skills.

### d) Future research

This study can serve as a reference for future researchers who wish to further explore the Story-Based Learning (SBL) approach, whether in terms of supporting media (such as digital animation or interactive platforms), the expansion of learning contexts (for example, in elementary or senior high schools), or its application to other language skills beyond writing, such as speaking or reading. Researchers may also conduct quantitative studies to statistically measure the effectiveness of SBL, or develop a more systematic, integrated story-based learning model.

## **5.3 Suggestion**

Teachers are encouraged to continuously develop and implement the Story-Based Learning (SBL) approach in teaching narrative writing. This method has been proven effective in increasing student engagement, strengthening their understanding of narrative structure, and fostering their creativity in writing.

Teachers can also utilize various supporting media such as videos, images, and digital stories to enrich learning stimuli. Additionally, providing constructive and appreciative feedback should be maintained to build students' confidence in writing.

For future researchers, it is recommended to expand the scope of the study by involving more participants from various educational levels or different schools to enhance the generalizability of the findings. Furthermore, subsequent research could examine the effectiveness of SBL in other language skills such as speaking, reading, or listening. Researchers may also explore the integration of more advanced digital technologies, such as the use of interactive storytelling apps or AI-based writing assistants within the context of SBL.

Educational institutions are encouraged to support learning innovations such as Story-Based Learning (SBL) by providing training for teachers in designing effective and engaging story-based instruction. In addition, the provision of supporting facilities such as internet access, projectors, and multimedia devices will greatly assist in the implementation of this method. Schools can also incorporate SBL as part of their literacy enhancement strategies, particularly in improving students' narrative writing skills and fostering creative critical thinking.