# CHAPTER V

# CONCLUSION AND SUGGESTIONS

1. Conclusion

Students' ability to analyze the structure of narrative texts before being taught using inquiry-based video-based learning methods is generally low. This can be seen from the scores obtained by students before being taught using treatment. Students' ability to analyze the structure of narrative texts after being taught using inquiry-based learning methods is better than before. This is indicated by the value obtained by students after being taught using treatment.

There are differences in the achievement scores of students' ability to analyze text structure before and after being taught using inquiry-based learning methods. The total score after being taught using the treatment was higher than before being given the treatment. Therefore, it can be said that the learning method using inquiry-based video-based learning is effective in improving students' ability to analyze the structure of narrative texts in English.

1. Suggestion

The results of this study indicate that the use of inquiry-based video-based learning methods to improve students' ability to analyze narrative texts has a significant effect between before and after class. Therefore, the researcher makes some recommendations for researchers such as English learners, schools, English teachers, etc.

For English learners, the findings place the ability to learn to analyze text structure in a poor category. The difficulties found in analyzing tests demonstrate this. Students are expected to improve their skills. Students need to read a lot and practice in understanding their narrative texts. They also need to increase their motivation and interest in studying the structure of narrative texts. Therefore, students have a good understanding in analyzing the structure of narrative texts and they have no difficulty in analyzing them.

Schools use learning methods with video based learning effectively. Therefore, schools are advised to use electronic media such as watching short animated videos in learning to analyze narrative texts.

English teachers are advised to use inquiry-based learning to teach English teachers, especially in junior high schools. In addition, teachers need to make the teaching and learning process more fun, interesting and enjoyable. Teachers can also use fun games to develop students' skills, using interesting materials such as storytelling, games, etc., which will not make students bored. In this way, students will not be bored and it is easier for them to remember the narrative text they hear or read.

However, this study is not perfect for other researchers. It is recommended that further research in the same area be carried out by improving the methodology or using it as a reference for further research-based approaches to learning in various teaching areas.