

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions based on the data gathered during the research and the results of the study. The conclusions are drawn from the findings and discussions presented in Chapter IV. This study aims to analyze the barriers faced by teachers in using animated film media to teach narrative text speaking skills at SMP Negeri 1 Kutacane and to understand the process of how these barriers occur. The following conclusions can be made:

#### A. Conclusions

After completing data analysis, research results and discussion related to the data that has been found, it can be concluded that:

#### 1. Types of barriers faced by teachers in teaching speaking skills on narrative texts with animated film media

Based on this study, it can be concluded that there are various barriers faced by teachers in teaching speaking skills on narrative text using animated film media. These barriers were identified into three main types:

- a. Technical
- b. Pedagogical and
- c. Cognitive.

#### 2. The Process of barriers in Using Animated film

The process of barriers in using animated films for learning narrative text speaking skills involves several interrelated factors:

- a. Technical: Equipment malfunctions, insufficient technical skills, incompatibility of resources.
- b. Pedagogical: Inadequate lesson planning, difficulty engaging students and limited access to quality materials
- c. Cognitive: Understanding complex narratives, difficulty in vocabulary use and adapting content for diverse learning needs

## **B. Suggestions**

After completing the study, the researcher would like to suggest that:

### **1. For English Teachers**

English teachers are advised to choose animated film that are relevant to the learning objectives and the material being taught. Animations that have appropriate visual and verbal qualities will reduce the mismatch between visual and verbal elements, thus minimizing distractions in students' comprehension. In addition, it is important for teachers to master the technology used, such as projectors, laptops and ensure the speaker devices to be used, by conducting regular training so that the equipment can function properly during the learning process.

Teachers are also advised to provide constructive feedback to students on their understanding of the animations used and to attend professional training to improve their technical and pedagogical skills in using animated media. Overall, to overcome these barriers, it is important for teachers to improve their understanding of the selection and effective use of animated media, as well as ensuring harmony between visual and verbal elements. Thus, the learning process

of narrative text speaking skills can become more effective and enjoyable for students.

## **2. For Future Researchers**

Future researchers are advised to explore how the harmony between visual and verbal elements in animation affects students' learning process. This study will provide deeper insight into how these elements can be integrated more effectively. In addition, it is important to investigate the impact of technological limitations on the effectiveness of using animation in learning and find better solutions or technological alternatives.

Research can also be conducted to compare the effectiveness of animation with other learning media in teaching speaking skills as well as to understand how students' interaction with the animated film media affects their motivation and engagement. Through further research in this area, more effective learning strategies can be designed to enhance students' learning experience.