CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions drawn from the findings presented in chapters I, II, III, and IV. This chapter summarizes the research results and how these results answer the research questions related to teachers' perceptions of the implementation of Pop-Up Books as a learning medium for teaching narrative writing at SMA Negeri 4 Purwokerto in the 2025/2026 academic year. This chapter also provides several suggestions and recommendations for future researchers, teachers, and education practitioners who are interested in implementing creative learning media in teaching English writing.

5.1 Conclusions

Based on the results of observations and interviews, it can be concluded that the use of Pop-Up Books as a learning medium in teaching narrative writing has a positive impact on teachers and students. Teachers view Pop-Up Books as a creative and engaging tool that helps students visualize stories and develop their writing skills in a fun way. Students also showed enthusiasm, participation, and creativity during the implementation process. Despite several challenges such as limited time and costs for the materials used, Pop-Up Books are still considered effective in supporting students' understanding, especially regarding the skills of writing narrative texts.

5.2 Suggestions

Based on the findings and conclusions of the research conducted by the researcher, the researcher makes several suggestions for teachers, students, schools and future researchers, namely:

5.2.1 For the Teacher

Teacher is encouraged to continue exploring the use of Pop-Up Books as an alternative and innovative medium in teaching writing, especially narrative texts. This medium can increase students' interest and motivation, allowing them to express ideas more creatively. It is recommended that teachers provide clear instructions, structured guidance, and sufficient time for each stage of the Pop-Up Book project, from writing the story to compiling the final product. Teachers also need to combine writing and art skills effectively so that students can improve their writing skills, especially writing narrative texts, and, of course, to enhance their creativity. Furthermore, a reflection session at the end of each activity can help students evaluate their learning progress and strengthen their understanding of narrative writing.

Beyond the suggestions for teachers and schools, this study also provides a foundation for future research. It is highly recommended that further studies investigate quantitatively whether using the Pop-Up Book leads to a significant increase in students' writing scores, instead of just focusing on teacher perceptions. Furthermore, future researchers could compare the effectiveness of the Pop-Up Book with other interactive visual

media to identify the most effective teaching tool. The scope of this study could also be expanded to measure its impact on different text types, such as recount or procedure texts, to better understand the Pop-Up Book's wider relevance in the English language curriculum.

5.2.2 For Students

Students are expected to take full advantage of Pop-Up Book activities to enhance their creativity, teamwork, and writing competence. They should actively participate in each stage of the learning process, from brainstorming ideas, writing drafts, revising, to designing the Pop-Up Book. By doing so, students can develop not only their language skills but also problem-solving, design, and collaboration abilities. Moreover, students are encouraged to use feedback from the teacher as a valuable resource to refine their writing and creative work.

5.2.3 For Schools

Schools are suggested to support the implementation of creative-based learning activities such as Pop-Up Book projects by providing the necessary facilities, materials, and time allocation. Since such activities require additional preparation and materials, school management could assist teachers in planning and executing the project effectively. It is also important for schools to encourage collaboration among teachers from different subjects to improve students' learning experiences and promote cross-disciplinary skills. Ultimately, this full support from the school will

ensure that creative projects like the Pop-Up Book can continue successfully and fairly for all students.

Finally, students who are involved in similar writing projects using Pop-Up Books should fully use this chance to be creative. Students are encouraged to not be afraid of imagining their own unique stories and characters, as this freedom is the main strength of the project. It is also important for students to actively participate during the consultation stages by asking the teacher many questions about grammar and structure. By doing this, students can improve their writing quality and fully enjoy the fun and challenge of turning their ideas into a physical book.

5.2.4 For Future Researchers

Future researchers are motivated to conduct similar studies focusing on different skills, such as reading comprehension or speaking, to examine the wider potential of Pop-Up Books in English language learning. Further studies may also explore students' perspectives on the use of Pop-Up Books or compare this medium with other creative learning tools. It is highly suggested that the next study uses a quantitative method to clearly measure the direct effect of the Pop-Up Book on student scores. This step is needed to give strong proof that the medium truly works well beyond what the teachers think. By doing this, the educational community can make better decisions about using Pop-Up Books in the curriculum.

For future research, it is highly suggested that the next study clearly measure the direct effect of the Pop-Up Book on student scores using a

quantitative method. This is important to give strong proof that the medium truly works well, beyond only relying on teacher's opinions. Because this current study only focused on one teacher and one school, the findings cannot be used for all schools. Therefore, future researchers should try to involve more schools, more teachers, and different grade levels. By doing this, the results can be more reliable and help the educational community make better decisions about using Pop-Up Books in the curriculum.