

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

In the chapter, after knowing finding and discussion in the previous chapter, the researcher will give a conclusion. The conclusion here answers two research questions from the study namely An Analysis of Narrative Text on TED Talks Video YouTube Channel Based on Curriculum 2013.

#### **A. Conclusion**

After writing the findings above, the transcript videos that are analyzed by the researcher: The Boy who Tricked The Devil, The Japanese Folktale of the Selfish Scholar, The Twins who Tricked the Maya Gods of Death, and Anansi, The Trickster Spider contain a good quality of narrative text. From the generic structure analysis shows that all the elements of generic structure of narrative text there are orientation, complication, sequence of events, and resolution that is implemented in the video well structured. Moreover, the text has been written in form of language feature of narrative text stated by expert that are story point of view, specific characters, use simple past tense, use time words or time connectives and descriptive language. The last components that being analyzed is social function, all the videos are in line with the basic competence of English lesson for learning narrative

text which is to entertain the readers and viewer also to derive the moral value from the problem of the story.

Furthermore, in the basic competence of curriculum 2013 of learning English lesson for narrative text in point 3.8 and 4.8 stated that student can distinguish the generic structure, language feature, and social function of some oral and written narrative text by giving and requesting information related to simple folk legends, according to the context of use and comprehend the meaning contextually related to the social function, generic structure, and language feature of simple narrative oral and written texts related to folk legends. Based on the analysis above the generic structure, language features and social function of the all video that being analyzed fulfil the basic competence for learning narrative text. Moreover, the video that being analyzed in this study taken from myth and folk legends from around the world. It could be concluded that the videos that are analyzed in this research are fulfill the requirement of narrative text and the social function is in line with the basic competence of English lesson in learning narrative text of 10<sup>th</sup> grade Senior High School and can be used as a learning material resource for narrative text.

## **B. Suggestion**

There are suggestions for the teacher and students from the writer. Suggestion for teachers is to watch and prepare a good activity from the videos if willing to use the video for narrative text learning to make the learning more meaningful and contextual with the teaching material. Moreover, teacher should pay attention and consider the the moral and cultural value of the video. Teacher should make sure that the students know the vocabulary of the videos so that they will not having difficulty in understanding the ideas of the video. If the students may seems not familiar with the vocabulary, it is suggested for the teacher to discuss about the vocabulary before learning with the video.

Moreover, suggestions for students are these videos can be a useful source of learning recount in term of the language use in real situation. The videos is myth theme and is in line with the narrative text structure and language feature. Students need to be familiar with the vocabularies from the videos in order to understand well the ideas of the videos. So the students might be able to learn to understand the narrative not only in text but in the listening form.