

CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, it is presented some conclusions of the research regarding the result and discussion in the previous chapters. Besides, some suggestions related to the findings are also proposed.

5.1 Conclusions

The purpose of this study was to examine the efficacy of using short narrative animation videos to teach students how to write better narrative texts, as described in the previous chapter. The study employed experimental design in the eleventh grade in MA Al Hidayah Purwojati Banyumas. The experimental class consisted of 24 students. According to the research analysis in the previous chapter, the conclusion can be described as follows:

1. The implementation of short narrative animation video was successful. It can be seen from the observation sheet that the researcher implemented a short narrative animation video. The researcher succeeded in creating a fun class to encourage students to write narrative stories. As a result, most of the students were involved in learning and teaching how to write narrative story. The teacher's explanation and the classroom activities corresponded to the lesson plan. From the first to the last meeting, all activities were successful. Because it can improve students' abilities, short narrative animation video is an attractive media to use in the teaching learning process especially in teaching writing narrative text. Students gain more

than one skill from this media (for example, students gain not only writing skill but also listening and vocabulary skills), and the teacher employs this media to teach writing skill. Short narrative animation video is engaging medium; it gets students interested in and paying attention to lessons, and it makes learning enjoyable for them. Short narrative animation videos make narrative writing easier for students. It was supported by the researcher's observations and the results of the pre- and post-tests.

2. Based on the results of the pre-test and post-test score, a significant difference in score was obtained. It was proven on the mean scores, where in the post-test gained higher mean scores (80.66) than pre-test scores (48.41). In addition, the researcher also conducted a statistical calculation by using T-Test (Independent Sample T-Test) to find out whether the hypothesis was accepted or not. The result was that the significance value (Sig. 2-tailed) was $0.000 < 0.05$ or the value was lower than 0.05. It means that the Alternative Hypothesis (H_a) was accepted and Null Hypothesis (H_0) was rejected which can be said that the implementation of short narrative animation video to improve the students' writing ability of narrative text had a significant effect.
3. Students responded positively to the use of short narrative animation videos in teaching and learning narrative text. The students are excited to learn English in class using this media. They believe that short narrative animation video could assist them in writing the narrative text. This media facilitates their understanding of the story they wanted to write and

provided them with new vocabularies. The students generally believed that short narrative animation video is a great media to teach writing narrative text because it motivates students to pay attention to the subject, makes the storyline easy to understand, and creates a positive atmosphere in the teaching learning process. It was supported from the data of observation and interview.

5.2 Suggestions

Based on the conclusion above, the researcher proposed the following suggestions:

5.2.1 For Students

The students should have high motivation to practice writing English. If the motivation has emerged, then students will have great courage and curiosity in writing and other skills. Students who successfully develop their writing skill will bring benefits such as faster understanding of the material, understanding the grammatical, rich vocabulary and making it easier to master other skills such as speaking, reading and listening.

5.2.2 For the Teachers

Coping with the post-covid pandemic, teachers have to spend more effort in teaching and learning activities. The teachers are responsible for ensuring that the students are engaged and enjoying themselves in class. Teachers should be able to choose appropriate methods, media or strategies for students based on their learning objectives, their requirements, and their interests. In helping students in writing, it is important for the teacher to set up an enjoyable environment in the

classroom so that the students will look forward to participating in writing activities. The English teacher should be creative and innovative in delivering the material in the classroom for teaching writing such as using short narrative animation video. The teachers should take advantage of short narrative animation video in teaching English especially for writing narrative class because apart from increasing students' motivation and interest, this strategy can also help them create idea, increase their vocabularies.

5.2.3 For Other Researchers

It has been recommended that this study might serve as a reference for future researchers when they are planning to perform more research in the same subject as this one. In future research, the future researchers can develop deeper into implementing short narrative animation video with other methodologies in improving students in other skills, such as listening, writing and reading.

