

BAB V

CONCLUSION, IMPLICATION, AND SUGGESTION

In this chapter, the researcher presents the conclusion, implication and suggestion based on the result of the research. The conclusion is considered from the data, the implication is implied theoretically and practically, and the suggestion is given to the teacher, students, and other researchers.

A. Conclusion

According to the result of previous chapters, the researcher can describe some conclusions that writing is one of the receptive skills that could be mastered by students to deliver their idea.

The animation video technique is appropriate for teaching writing so that students are interested in writing lesson material that is given by the researcher. It is also able to arouse the students' motivation on studying English, especially in writing skills. By using this technique, the students do not get bored easily and they enjoy the material given by the teacher. The researcher also faced some problems during the treatment. Those problems were students' lack of ideas, their vocabulary very minimum, their grammar very poor and incorrect punctuation or generic structure. To face the problem researcher first, share many stories about narrative text. Secondly, the researcher divided the students became some groups and said to all groups that they have to understand the material and more to give other students that seem passive explanations about the narrative material again also did exercises that spread from each member of the group. Based on the data analysis mentioned before, the researcher concludes that the t-score is 2775 while

the t-table at the degree of freedom 33 is 1640 at the level significance of 5%. It can be concluded that the t-score was higher than the t-table. So, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis was rejected. It means that there is an impact of The Animation video technique on students' writing skills so that the students are more interested in writing and they can understand the material. It confirms Slavin's (1982) report that students seem to enjoy classrooms that employ cooperative learning techniques.

Based on the results the researcher mentioned above it can be concluded that the animation video technique is suitable for students' writing skills because this cooperative technique can help the students get better skills in the text. Most of the students can answer some questions which were offered by the researcher although had several problems but researcher able to handle to get good on writing exactly on narrative text. The question had been provided with some indicators of writing skills such as increased ideas, generic structure, vocabulary, grammar, mechanics punctuation, finding the vocabulary in context also the reference and preference. So, the Animation video technique should apply to teaching writing skills to make students more interested in the lesson.

B. Implication

Based on the result of this research, it can be implied theoretically and practically as follow:

1. Theoretical Implication

The result of the animation video technique application shows that it can improve the student's writing skills in texts. The students were able to improve their interactions among themselves so they were more motivated in joining the class. Moreover, they were also able to understand the text not only from themselves but also from their friends. It is stated by Who, that the benefit of the animation video technique is students take turns suggesting answers or solutions to an open-ended problem. It means that animation video helps students to give suggestion or solution to the problem. It also helps students to share their experiences with others. Then, the same case applies to writing skills.

Based on the explanation above, the researcher may conclude that generally related to those experts' opinions about the purposes of writing, the researcher found that the animation video technique for teaching writing skills built the student's interest in the learning process also students were confident and active in the learning process.

2. Practical Implication

The use of the animation video technique in writing class is possible to be a good way in teaching the learning process. It might be used in other classes or subjects. The animation video can be assumed as one of the best techniques in cooperative learning to develop students' interests and helps students to understand what the text is and the indicators questioned. It can be concluded that the animation video technique had several values to help the students in motivating, understanding, or even comprehending a text.

C. Suggestion

From the result of this research, there is a significant influence of the animation video technique on the student's writing skills. That is why it is suggested to use the animation video technique for academic purposes, especially in teaching writing. The researcher wants to propose some suggestions as follows:

1. The English Teacher

The suggestion for teachers is this technique can be an alternative technique to make learning not monotonous but enjoyable, this can develop the learning process, in all skills. The teacher also has to motivate the students to be active by giving interesting material and media to teach students.

The teacher also has to master the point of the material and could be creative to facilitate the teaching-learning process in the classroom. The animation video was used by the researcher for teaching writing skills, mostly the students give positive responses to the new technique for teaching writing skills. They were active to get involved in the teaching-learning process, and they were able to answer several questions correctly. The teacher can control also handle the conditions of the class when this technique is applied in the class because students had been working with their group so that it does not waste time.

2. The students

Here the students enjoyed writing skills using the Animation video technique. In this case, the researcher hopes that the students can use fun ways to learn English, mainly in writing skills. Then, they should practice it continuously with the teachers' help and improve their writing ability.

3. Other Researchers

After conducting this research, the researcher knows the benefits of The Animation video technique for students', especially writing skills. The researcher hopes that other

researchers conduct further studies on The Animation video technique deeper to develop students ability on writing skills better. This technique can also be implemented in another levels and different materials. The researcher suggests using this technique on different language skills such as reading, listening or vocabulary or different type of text such as descriptive, procedure, and recount. This technique is also able to be conducted as both experimental research and classroom action research. This research is expected to be a reference for further research and other researchers.