Chapter Five

Conclusion and Recommendation

As the last chapter, this chapter presents the summary of this research. This chapter provides the conclusion to conclude the result of this research. Besides, the recommendation for teachers, students and future researchers are also presented.

Conclusion

This research aims at investigating the effectiveness of using short animation movie on students' narrative writing skill at 11th grade in SMA Muhammadiyah 4 Yogyakarta. Therefore, the research focuses on writing skill because this skill is important in academic writing. The researcher used quasi-experimental design to conduct this research. It means that, this research used two groups, namely experimental group and control group. Thus, the researcher found the statistically significant difference of experimental group and control group before and after the treatment and the results are as followings.

The results showed that there was a significant difference between the experimental group and the control group. In addition, the significant difference could be seen from the mean score and the mean difference both of groups. So, those are explained here. Firstly, the mean score of experimental group is 15,00 and control group is 4,69. It means that there is a significant difference between two groups because the mean score of experimental group is higher than control group (15,00 > 4,69). Thus, it could be assumed that the experimental group had significant effect were taught using short animation movie and the control group was not significant effect were taught using conventional teaching. Secondly, the

mean difference of two groups is 10,313. It means that the mean difference scores of two groups are higher. Moreover, it could be calculated that if the mean difference is 10,313 than this research is very significant. Based on the categories of the table statistics of data above showed that score of 10,313 is very significant because 10,313 > 7,00. Hence, the used of short animation movie had significant effect between the students who were taught using short animation movie and those who were taught without using short animation movie.

On the other hand, the result of the hypothesis testing showed that the use of short animation movie significantly impacted on students' narrative writing skill. Therefore, the hypothesis testing could be checked by analyzing the p value of Sig. (2-tailed) and t-value of the data. Firstly, the data revealed that Sig. (2-tailed) was 0,000. It means that this research was significant because the Sig. (2-tailed) < 0,05 (0,000 < 0,05). Secondly, based on the previous calculation, the t-value of the t-test is higher than the value of t-table (t_0 4,994 > t_t 2,042). Thus, it can be inferred that there is any significant difference between the students who were taught using short animation movie and those who were taught without using short animation movie. It means that this research revealed that the students' narrative writing skill at the 11th grade of SMA Muhammadiyah 4 Yogyakarta can be developed if the students' were taught using short animation movie method. Moreover, the effect size of this research was moderate effect so that this media gave significant effect on students' narrative writing skill. As a result, it could be summarized that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

Recommendation

Based on the result of the research, it positively indicated that there is a significant effect in using short animation movie on students' narrative writing skill. The researcher addresses the recommendations to be considered in teaching and learning English as follows.

For the students. This research is recommended for the students to improve their narrative writing skill, because it is important in academic setting. The way how to improve narrative writing skill is by using short animation movie. Those are the students can enrich new vocabulary and they can be easier in writing process. After that, the students get some ideas and be able developed their ideas in writing skill. Moreover, the students should learn grammar from the book or from other sources to support their knowledge.

For the teachers. The teachers are suggested to provide the best ways in teaching during learning process in the classroom. In teaching, the teachers need to improve the way of teaching. They should also use any media in teaching. Short animation movie is one of effective media that can be used in teaching writing. Afterward, English teacher should be creative in selecting the appropriate technique, so it makes students more interesting in learning English. They also are more enjoyable and motivated in joining the class.

For the future researchers. The researcher welcomes other researchers who are willing to conduct research on the similar topic to have more explorations. This research also can be used as an additional reference for future researchers in order to create a better teaching learning process. Additionally, the

future researchers can develop the number of research participants or

methodology of the research.

References

Abbott, P. H. (2002). *The Cambridge introduction to narrative*. Cambridge: Cambridge University Press.

Akdag, Z., &Haser, C. (2010).Experiences of first day of teaching. *The Online Journal of New Horizons in Education, 3*(1), 25-31.

Avraamidou, L., & Osborne, J. (2010).The role of narrative in communicating science. *International Journal of Science Education*, *31*(12), 1683–1707.

Barkaoui, K. (2007). Teaching writing to second language learners: Insights from theory and research. *Teaching English Second Language Reporter*, *40*(1), 35-48.

Bing, J. P. K. (2013). Enhancing narrative writing skills through action-adventure video games. *Journal of Education and Practice*, *4*(15), 36-42.

Brown, H. D. (1994). *Principle of language learning and teaching*. London: Prentice Hall, lnc.

Brown, H. D. (1998). *How to teach English*. England: Pearson Education Limited.

Brown, H. D. (2004). *Language assessment: Principles and classroom practices.* New York: Pearson Education.

Byrne, D. (1984). *Teaching writing skill.* London: Longman Group, ltd.

Cohen, L., Manion, L., & Marrison, K. (2011). *Research method in education*. New York: Routledge.

Creswell, J. W. (2012). *Educational research*: *Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.

Charles, M. (1985). *Exploring American English*. New York: Macmillan Publishing Company.

Dymock, S. (2007). Comprehension strategy instruction: Teaching narrative text structure. *International Reading Association*, *61*(2), 161-167.doi: 10.1598/RT.61.2.6

Fatoni, F. (2013). *Research methodology experimental research*. Palembang: Universitas Sriwijaya.

Field, A. (2009). *Discovering statistics using SPSS*. London: SAGE Publications Ltd.

Fitriana, N. (2011). *The use of animation movies to improve students' writing skill of narrative text*. Surakarta: Sebelas Maret University.

Gerot, L. (1994). *Making sense of functional* grammar.Sydney: Antipodean Education Enterprises.

Gutiérrez, K. G. C., Puello, M. N., & Galvis, L. A. P. (2015). Using pictures series technique to enhance narrative writing among ninth grade students at institución educative asimón araujo. *Canadian Center of Science and Education*, *8*(5), 45-71. doi:10.5539/elt.v8n5p45

Hakim, M. L. (2010). *The use of picture series to improve students' ability in writing recount texts*. Surakarta: Sebelas Maret University.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed). London: Longman.

Harmer, J. (2004*). How to teach writing.* Essex: Pearson Education limited.

Harmer, J. (2007). *How to teach English*. London: Pearson Education Limited.

Huy, N. T. (2015). Problems affecting learning writing skill of grade 11 at Thong Linh high school. *Asian Journal of Education Research*, *3*(2), 53-69.

Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, *2*(4), 121-132. doi:10.5901/ajis.2012.v2n4p121

Jacob, H. (1981). *Testing ESL writing: A practical approach*. Rowley Masss: Newbury House Publisher.

Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of a dual-coding hypothesis. *Journal of Educational Psychology,83*(4), 484-490.

Margono, S. (2010). *Metode penelitian pendidikan*. Jakarta: Rineka Cipta.

Mishan, F. (2005). *Designing authenticity into language learning materials*. UK: Antony Rowe Ltd.

Tveresky, B., & Morisson, J. B. (2002). Animation: Can it facilitate? *Int. J. Human-Computer Studies, 57*, 247–262. doi:10.1006/ijhc.1017

National Assessment Program, Literacy and Numeracy. (2010). *Writing narrative marking guide*. Australia: Queensland Studies Authority.

Nunan, D. (1998). *Second language teaching and Learning*. UK: Cambridge University Press.

Ouda, N. J. (2012). *The effect of using animation on 6th graders' attitudes and comprehension of short story in Gaza Governmental Schools*. Gaza: The Islamic University.

Pumamawati, N. (2011). *Understanding text type 1*. Semarang.

Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.

Richard, J. C., & Renandya, W. A. (2002). *Methodology in language teaching*. US: Cambridge University Press.

Scrivener, J. (2008). *Learning teaching*. New York: Macmillan.

Selman, H. J. (2015). *Experimental design and analysis*. Australia: Carnegie Mellon University.

Sugiyono. (2011). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif dan R&D*. Bandung: ALFABETA.

Sugiyono. (2015). *SPSS & LISRIEL: Teori dan aplikasi untuk analisis data penelitian*. Bandung: ALFABETA.

Sukardi.(2003). *Metodologi penelitian pendidikan*. Jakarta: Bumi Aksara.

Tappe, H., & Hara, A. (2013). Language specific narrative text structure elements in multilingual children. *Stellenbosch Papers in Linguistics Plus*, *42,* 297-331. doi:10.5842/42-0-160

Tarigan, D. 1994. *Modul pendidikan bahasa Indonesia I*. Jakarta: Ditjen Dikti, Depdikbud.

United Nation. (2012). Expert judgment. Retrieved from *United Nations: Framework Convention on Climate Change* website: http://unfcc.int/adaption/nairobi-work-proggramme/knowledge-resources-and-publication/items/5369.php

Yatimah, D. (2014). *The effectiveness of using animation film as the medium in writing narrative text*. Salatiga: STAIN.

Walser, T. M. (2014). Quasi-experiments in schools: The case for historical cohort control groups. *Practical Assessment, Research, and Evaluation*, *19*(6), 1-8.

Westfahl, G. (2014). *Biographical encyclopedia of science fiction film*. Retrieved from *World of Westfahl, Film and Feature* website: https://www.sfsite.com/gary/ww-misc-animated01.htm

Zamel, V. (1983). The composing processes of advanced ESL students: Six case studies. TESOL Quarterly, 17.

Zulfadlan, A., & Arifin, T. M. (2013). *Improving grade x students' achievement in writing narrative paragraph through animation movie*. Medan: Universitas Negeri Medan.

References of short animation movie

Snow White. (2016). https://www.youtube.com/watch?v=mybC3wnB_Vo https://www.youtube.com/watch?v=Gs9eWIpthcU

Cinderella. (2016). From https://www.youtube.com/watch?v=4ZgC81NTRJc

The Cat in Boots. (2016). From
https://www.youtube.com/watch?v=Wg0ZrNq12OI

Pinocchio. (2016). From https://www.youtube.com/watch?v=4nM2Li5r0M0

Little Red Riding Hood. (2016). From
https://www.youtube.com/watch?v=0eA6gRIPwS8