

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a conclusion and suggestion based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the research results that were described in Chapter IV, it can be concluded that there was a significant difference score in writing of the students' taught by using Cartoon Story Maker and those taught by using conventional method at second grade of SMPN 1 Ngantru in the academic year 2018/2019. Therefore, Cartoon Story Maker was effective for teaching writing. The effectiveness of Cartoon Story Maker is shown in the following descriptions:

1. The students' achievement in writing taught by using Cartoon Story Maker was very good. Their mean score in pre-test was lower than in post-test. It can be seen from their mean score pretest was 63.00 and their mean score of post-test was 82.50. The gain of the mean score of Experimental class between pre-test and post-test was 19.50. It means that Cartoon Story Maker was effective to improve students' writing achievement.

2. The students' achievement in writing taught by using conventional method was fair. Their mean score in pre-test was lower than in post-test. It can be seen from their mean score pre-test was 60.17 and their mean score of post-test

was 71.33. The gain of the mean score of Control class between pre-test and post-test was 11.16.

3. Based on the statistical analysis using t-test with SPSS 18.0 for windows at the significant level of 0.05, the result of t-test showed that significant value (sig-2 tailed) was 0.000, and it was smaller than 0.05 ($0.000 < 0.05$). So, the alternative hypothesis (H1) that states “There is significance different score on the students’ writing achievement that are taught by using cartoon story maker and taught without using cartoon story maker at the second grades of SMPN 1 Ngantru” is accepted, while the null hypothesis (H0) that states “There is no significant different score on the students’ writing achievement that are taught by using cartoon story maker and taught without using cartoon story maker at the second grades of SMPN 1 Ngantru” is rejected. So, the researcher recommended to use cartoon story maker as a media in the process of teaching English lesson especially in writing.

B. Suggestion

The finding of the research shows that the used of Cartoon Story Maker was effective in improving students’ writing achievement. Therefore, the writer tries to give some suggestion addressed for the teachers, students’, and future researcher, as follows:

1. For the Teacher

In order to succeed in teaching English, the teacher is supposed to stimulate and motivate students’ in writing mastery while applying Cartoon Story

Maker because the students' usually confuse to understand English, and sometimes they feel bored with monotonous method in teaching writing. Moreover, the teacher hopped to create a relax atmosphere, in order to make students enjoy in the learning process.

2. For the Future Researcher

In this study, the researcher used Cartoon Story Maker in students' writing mastery. As this research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area, especially by using Cartoon Story Maker for examine other aspects skill in English such as, listening, reading, and speaking at different level.

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