

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions about the use of animation video toward the students' vocabulary mastery and motivation. The conclusions are based on the result of data analysis. This part also presents the suggestions for the English teacher, the students, and the next researcher.

5.1 Conclusions

The finding of this research shows that the teaching vocabulary by using animation video toward the eighth grade students at SMPN 2 Sumbergempol was effective. It could be seen from their enthusiasm and interest during participating the vocabulary learning by using animation video. There was also the significant difference between the students' score of the experimental and control group.

Based on the research finding in this study, it was known that the mean score of students' vocabulary test of experimental group was 73.33. Meanwhile, the control group was 66.75. The mean score of motivation from experimental group was 70.39, while the control group was 62.56. It means that there is any difference on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video.

The data was also computed statistically by using Kruskal-Wallis testing on SPSS Statistics 17.0. The students' vocabulary test and motivation score between experimental and control group was compared. From the output of

statistical computation it was known that the sig. value of vocabulary was 0,012 and the sig. value of motivation was 0.005. The sig. value of vocabulary and motivation were smaller than the significance level of 0.05. It means that H_0 was rejected and H_a was accepted. So, it can be concluded that there was any significant difference on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video.

Thus, from the discussion above, it can be concluded that there is any significant on the mean score of vocabulary mastery and motivation between the students who are taught by using animation video and non-animation video. Furthermore, the animation video is effective to be a teaching media, because it brings more fun, rilex, and interesting than the conventional media. The use of animation video on vocabulary teaching can encourage the students to learn.

5.2 Suggestions

The use of animation video in this study has a significant effect toward the students' vocabulary mastery and motivation. Moreover, it makes the vocabulary learning become more interesting and effective than the use of conventional media. So, in this part, the researcher wants to give some suggestions for the English teacher, the students, and the next researcher.

5.2.1 For the English Teacher

The English teacher should use the various media in teaching English, especially in vocabulary. It is important for the students to get the interesting media in the classroom in order to avoid their boring. The students of junior high school especially, have a big curiosity toward a new thing, but they also get bored quickly toward the things they often get everyday.

5.2.2 For the Students

The students should learn vocabulary further, because the vocabulary mastery influences the mastery toward four English skills. They should have a good participation and response toward the teacher also. Since, without a good participation and response in the classroom, it is impossible for them to improve their mastery.

5.2.3 For the Next Researcher

This thesis may encourage next researcher to conduct other studies concerning vocabulary. Indeed, the success of mastering vocabulary is not merely determined by using Animation Video. The other media are really needed to uncover the problems facing efforts to improve the students' vocabulary mastery.