

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the summary of this research that consists of two subtopics. The first subtopic is devoted to the conclusion of overall view of what has been discussed in the previous chapters, and the second section presents some suggestions either to the reading instruction and further researchers that hopefully be useful and give additional input in the teaching and learning English.

A. CONCLUSION

This research was conducted to answer the research problem; that was whether animation video is effective to enhance students' higher order thinking skill. To answer the question, quasi-experimental research design was used. There were two groups in this study: experimental group and control group. Experimental group consists of 38 students while control group consists of 38 students. Before getting treatments, both groups got a test in order to know whether both groups had similarity in reading.

Then, the treatment was implemented to the experimental group. The treatment was animation video. After the treatment, both groups got posttest. It was to know whether the students who were taught using animation video got higher score than those who were not. For this purpose, the mean scores of the posttest from both groups were compared. Comparing the mean was used to know if the result is coincidental. For this purpose, t-test was used in the

analysis. Then, the result of the analysis was used to draw a conclusion whether animation video is effective to enhance students' higher order thinking skill.

The objective of this research is to identify the effectiveness of animation video on students' higher order thinking skill. Based on research findings and discussions above, the writer concludes several points as follows:

- a) Animation video is effective on improving the students' higher order thinking skill achievement in eighth grade of SMP Islam SGJ Ngunut.
- b) There are many benefits of conducting animation videos in teaching learning process such as increase the students' remembering, understanding, applying, analyzing, evaluating, creating texts, fun learning, awoke the students' motivation of finding their learning style and increase solid team work students.
- c) Based on the results of data analysis, it can be concluded that the result of the test shows that the students who were taught using animation videos based learning got higher score than those who were not. The mean score of vocabulary mastery of the students who were in experimental class is 104,58 while in the control class is and 78,74. The difference of the means is 25,84. From the mean, it can be seen that experimental group's score is higher than control group's score. This result is also supported by the result of statistical analysis using t-test. It shows that t-value was 5,853, with the $df = 74$, and the p -value (two-tailed) was 0.000.

B. SUGGESTION

1. Suggestion for Reading Instruction

Based on the finding of this research, it suggested that animation video can be utilized in assessing all of lessons. It is fun way to do to teach such math, science, language and many other lessons. The teacher can modify the question related to the material and can modify the score. The teacher should adjust the condition of the students. It is very easy for the teacher to arrange the question by themselves. The question should be match with material of teaching learning.

As the application of this strategy, the teacher may use a board version or power point version. Both of these styles are appropriate. When the teacher applies power point version, they should understand computer well then, it will run smoothly. It is also suitable to apply a board version because it is the cheapest one. The teacher only should prepare a board; it could be black or white board, marker and eraser. Moreover, the most important one is the teacher should prepare questions. The best preparation, the best result is. However, both of these versions are recommended.

Animation is a dynamic presentation that shows the processes that change over time. Animation is technique to make film that gives motion to otherwise inanimate objects. The main advantages of using animation videos could make the learners understand about the complex ideas easily. The advantages of using videos in the language classroom are providing instance of authentic language and can be fully exploited with the teacher's control, giving

access to things, places, people's behavior, and events, proving to be particularly motivating as people find interesting real things.

This strategy is can be done a short period and long period. The teacher can apply it in the end of the chapter or every two chapters. It is also appropriate implied in the final exam. Moreover, due to animation video . It was done in the classroom. Actually, the answer of the question is the form of written or spoken. Be clear, the teacher should read the rule in the beginning of the strategy about the rules clearly.

2. Suggestion for Further Researchers

As this present research has some limitations, further research in the similar research is in fact still widely opened and conducted with more modifications in some variables in order to find clear and better finding. Therefore, the following suggestions are provided:

- a) This present research is limited on the time of posttest process because posttest is conducted a week before final exam of second semester. It is too short of time because the students should prepare for their exam. This condition could affect their control on focus of the research. Then, it is suggested for further researcher to conduct the research in the beginning or middle of the semester.
- b) The main instrument of this research was reading HOTS in the form of essay type analyze the sentence test written by the researcher herself. Having analyzed the try-out and revised some items of test, the test reliability was slightly lower than the level of reliability index so that then, further research

should improve the quality of the test in general and construct the different types such as completion, paraphrase and modified cloze for reading higher order thinking skill.

- c) The design applied of this present research was quasi experimental design *non-randomized Control Group, Pretest-Posttest Design*. This is done because the researcher did not have authority to do random assignment and matching in order to get truly equal group of subjects. Therefore, future researchers could use different designs which are stronger than the design applied such as true experimental design, and it is suggested to conduct random assignment or to pair the subjects up so that truly balance of proficiency of the students between experimental group and control group can be fulfilled.