

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer would like to discuss some conclusion and provide some suggestions based on the analysis. And in this chapter the writer would like to answer the problem statement.

5.1 Conclusion

In this part, the writer would answer the problem statement in which the problem statements were: “Is the use of animation video effective to improve the reading skill of the tenth grade students of SMK Negeri 2 Kupang in the school year 2017/2018?, how is animation video used to improve reading skill of the tenth grade students of SMK Negeri 2 Kupang in the school year 2017/2018? And what is students reading ability level after they being taught using animation video?”. In this part. The writer would answer the first question about:

1. Is the use of animation video effective to improve the reading skill of the tenth grade students of SMK Negeri 2 Kupang in the school year 2017/2018?

Animation video is effective to improve students' reading skill. It was proven on their result in post test 1 in cycle one and post test 2 in cycle two. In post test 1 the total score is 1800 and the average is 64.28. the category of post test 1 is good because only 11 students was able to pass the test. In post test 2, the total score is 2580 and the average is 92.14. the category of post test 2 is very good because 23 students was able to pass the test. The average from post test 1 have increase in the

average of post test 2. So the writer conclude that animation video was effective to ipmrove students reading skill. Then, the writer would answer the second question:

2. How is animation video used to improve reading skill of the tenth grade students of SMK Negeri 2 Kupang in the school year 2017/2018?

Animation video was implemented into two cycles. In the first cycle, the class started by greeted the students, she then introduced herself to the students, checked the students' attendance list, asked the students some questions related to the material then told the students the objectives of the lesson. Before started the class, the writer divided them into some groups. Every group consisted of 4 to 5 students. After that they sat in group then the writer started the class by opening animation video that contain the explanation of Narrative text. In video animation the writer gave text, prictures and backsound so the students would read, heard, and also watched the animation video. But here the writer only foccuss on their literal understanding when they read the running text on the animation video. While the animation video was opened, the writer explained the materials to the students. So, the writer would paused the video and explained the material after that the writer played again the animation video. After explain the material by using animation video the writer asked them question "*kalau ada yang belum dimengerti silahkan bertanya.*" The writer saw that some of students were confused so the writer decided to explained again the material. After explained the material, the writer told them that "*sekarang saya akan memutar sebuah contoh video animasi yang berisi tentang cerita narative dan tolong dibaca teksnya dan diperhatikan dengan baik*". Before opened the animation video the writer asked them question "*ada yang pernah dengar cerita tentang Romeo and Juliet?*", and the students said "*ia*

miss pernah.. tapi belum pernah baca apalagi nonton". the writer said that "oke.. but before it saya akan menampilkan beberapa gambar sebelum video saya putarkan." The writer opened slide show that contain some pictures about Romeo and Juliet and explain them that pictures. The writer showed them pictures and explained to them the character of every pictures. After explained every character in the pictures the writer started to opened the animation video. While watching the video, students asked to take a note from the story. The writer asked them to take important things they found so they can easily to understand the content of the story. Some of students were serious to watched the animation video but some of them were bussy with their own bussiness and make a noise. After they watched the video, some of the students asked to opened again the video. So the writer opened the animation video into two times. When the video was end, the writer gave them questions sheet and asked them to answer the questions in group. While they were do the task, the writer monitor the students to make sure that all of the students participate in group. After they had done the task, every group came in front of the class and reported the result of their discussion. After they reported, the writer opened again the animation video and together with the students answer and discussed the questions. After discussed, the writer opened again the animation video and asked every group to read aloud the running text on the video.

In the second cycle, The writer implemented the teaching and learning processbased on the lesson plan had been repaired. For the first, the writer opened the class by greeted the students and then checkhed the students attendance list. Then, the writer asked some questions related to the previous sudy. Before start the lesson, students were divided into some groups but in the first meeting they already

had group so they have to sat back into their group. After that, the writer opened to the students one animation video but in different story and asked the students to watch and read the running text on the video. But before the writer opened them animation video, the writer gave them pictures in the slide show and explained to them the characters of every pictures. The story is about Blacky and The Old Woman. After explained, the writer open to them that video. While they are watching, same as in the first meeting students asked to take some notes about the important point from the story. After they watched the video, the writer asked every group to read aloud the running text together. After read the running text on the animation video, the writer gave the students questions sheet and asked them to answer the questions in group. While they were do the task, the writer monitoring them to make sure that all of the members participate in group. After they had done, the writer asked every group to read their answer and then the writer disscussed the questions with the students. Then, the writer would answer the third question:

3. What is students reading ability level after they being taught using animation video?

After the students being taught by using animation video, the writer saw that the students reading ability level is literal reading level. It is proven by when they were easily to undesrtand the content of the story in animation video. When they watched and read the running text on the animation video, they can undesrtand and know about the content of the story, for example who is the actor or actrees in the story, where is the story happened, etc.

By looking at the result obtained, the writer may conclude that animation video is effective to improve students reading skill of the tenth grade students of SMK Negeri 2 Kupang in the school year 2017/2018 and can be applied in teaching and learning process.

5.2. Suggestions

Based on the result of the research, the writer gives some suggestions for English teacher, students and the writer. They are as follows:

1. In teaching English especially to improve students reading skill teachers can use animation video as the alternative in learning style. Because, the result of this study shows that there is a positive effect of using animation video to improve students reading skill.
2. Students, especially those who were involved in this study, are suggested to use animatin video as a learning tool because animation video is very useful to hel the students in improving reading skill.
3. The writer will become as educator and science this study showed a positive result. She dedicate to continue animation video and necessary adjustment in her professional career as a teacher later on and shares it with others especially her future students.

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