

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This last chapter presents the conclusion drawn from the research. It also presents suggestions for teachers, students, and future researchers as well. This chapter is divided into three parts: conclusions, implications, and suggestions.

A. Conclusions

As stated in the formulation of the problems in the previous chapter, this study aims at finding out whether there is a significant difference on writing skill between students who are taught using communicative cartoon movies and those who are taught without communicative cartoon movies.

Based on the research findings and the discussion in the previous chapter, the researcher proposes some conclusions as follows.

1. All students who are taught using communicative cartoon movies have good writing skill. The mean value of the posttest of the experimental class after the treatment given is 76.73.
2. Most students who are not taught using communicative cartoon movies have good writing skill. The mean value of the posttest of the control class after the treatment given is 70.37.
3. The hypothesis “There is a significant difference in writing skill between students who are taught using communicative cartoon movies and students taught without using communicative cartoon movies” is accepted. It is supported by the result of *t-test* of the post-test scores between the control

and experimental class. It shows that $-t_{\text{observed}} < -t_{\text{table}}$, i.e. $-6.369 < -2.001$ with $p < \alpha$, i.e. $0.000 < 0.05$.

B. Implications

Implications are drawn from the research finding. The research came with a finding that there is a significant difference on the students' writing skill between students who are taught using communicative cartoon movies and those who are taught without using communicative cartoon movies. Moreover, this research implies that the use of communicative cartoon movies is needed in teaching writing.

Considering the conclusions drawn above, it implies that the use of communicative cartoon movies is capable to promote the improvement of students' writing skill in which it can be seen from the progress of the students' writing scores after given a treatment using communicative cartoon movies. It is expected that the teachers are highly recommended to utilize communicative cartoon movies on the teaching of writing skill in order to improve students' writing skill.

Students are motivated and relaxed in learning writing process when they are taught using communicative cartoon movies. Therefore, it implies that the use of communicative cartoon movies can keep students' interest and help them to explore and transmit their ideas into writings so that the students are able to produce recount and narrative texts.

Through the use of communicative cartoon movies, teachers can emphasize a communicative aspect in teaching and learning process of writing. To

emphasize the communicative aspect, the teachers give examples in a different way and give questions related to materials given. It is proposed to help the students accomplish the material concepts well by themselves so that the teacher-learning-centered can be avoided.

In summary, the use of communicative cartoon movies during the research can improve the students' achievement in their writing skill. Therefore, the application of communicative cartoon movies needs to be applied continuously in teaching writing. It is because the use of communicative cartoon movies can be effective media to help the students practice writings and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestions

With regard to the conclusions above, the researcher proposes the following suggestions.

1. For Teachers

The researcher suggests that all teachers use the appropriate media in teaching writing. The researcher also suggests that the teachers employ communicative cartoon movies in their teaching writing because the media may give positive stimulus to students so that they can explore and write ideas grammatically, accurately and orderly.

2. For Students

Through the communicative cartoon movies in teaching writing, it is expected that students are able to write grammatically, accurately and orderly. In

addition, it is also expected that they will be highly motivated to engage in each stage of writing process: pre-writing, whilst writing and post writing. At last the use of communicative cartoon movies is expected to help students to improve their writing skill.

3. For Future Researchers

Writing is a really complex activity which mainly comprises three stages such as pre-writing, whilst writing and post writing. It is expected that the future researchers can develop this study with consideration of the different cultures and linguistic content; the movies may prescribe to help the students in their writing stages.

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