CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using flash animation as a medium of teaching spoken narrative as an experimental study at the tenth grade of SMA Islam Sultan Agung 1 Semarang can be concluded that the research have passed two analysis. In each analysis consist of three steps. There are normality test, homogeneity test, and test of average.

In the pre-test analysis, the teacher still used conventional method. In teaching learning process, only half of the students were active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who did not pay attention. They liked to talk with their pairs. The students look boring and sleepy. The average of students' spoken narrative achievement of X2 as the control class before treatment was 68.97 and students of X1 as the experimental class was 67.67. The result of t-test was t score = -0.668 < t table = 2.00, so that there was no significance difference between students of X2 as the control class and students of X1 as an experimental class. It meant that both of them had same condition before getting treatments.

In the post test analysis, the average of students' spoken narrative achievement of X2 as the control class after treatment was 71.77 and students of X1 as the experimental class was 76.30. The result of t-test was t score = 2.453 > t table = 2.00, so that there was significance difference between the control class and the experimental class. It meant that the experimental class was better than control class after getting all treatments.

Therefore based on the computation, there was significance difference between teaching speaking narrative using flash animation and without flash animation. In the experimental class, teacher has used flash animation as the media. In teaching learning process, there were many students joined the class

enthustically. They paid attention to the lesson, so all activities run well because the students were more interested by using flash animation.

The activities started when the researcher give previous test for X1 as the experimental class and X2 as the control class. The researcher review the last lesson and asked the students to retell about recount text, after that the researher presented the material about narrative text and gave pre-test both of classes. The researcher asked the students to retell narrative text by own word. Finally, the researcher give treatment to class X1 as the experimental class by using flash animation and asked them to retell the story by their own word.

Teaching spoken narrative with flash animation in X1 as the experimental class was more effective than teaching spoken narrative without flash animation or still used conventional method in X2 as the control class. It can be seen from the result of the test. Where the students taught speaking narrative text by flash animation got higher average score (76.30) in class X1 than the students taught speaking narrative text without flash animation in class X2. So, the researcher concluded that teaching spoken narrative text by using flash animation can improve the students' achievement of speaking score at the tenth grade of SMA Islam Agung 1 Semarang in the academic year of 2012/2013.

B. Suggestion

In English teaching and learning at Senior High School, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. In other word, the teacher should make learning interesting because students like to learn when they are enjoying themselves. Flash animation is only one alternative media in teaching speaking. Actually, there are still a lot of media that can be used. However, using flash animation helps the teacher to find out the attractive way to teach spoken narrative and gives opportunities to the students to produce sentences for performing their spoken narrative after treated by flash animation.

As we know, the result of the speaking test shows the improvement after the students treated by using flash animation as a media was conducted. From the conclution above, there are some suggestions that are proposed by the researcher:

1. Teacher should prepare the equipment well before using flash animation as the media in language teaching. It will be better if teacher make sure that the qualities of equipment used are good enough.

2. Teacher should plan the time well. They should be careful in selecting flash animation and considering its time duration and the length of time for speaking activity.

3. There are many kinds of flash animations which can be found and downloaded in the many provider websites. The teacher can collect it as the media to teach spoken narrative. Furthermore, there will be various flash animations for students.

Finally, the researcher hopes that the result of this research will be useful for the reader. It is hoped that the readers will have more information about the use of flash animation in teaching spoken narrative. This research also can be one of the references for the next researchers.