

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to present the conclusion in the use of webtoon to develop the students' writing skill in narrative text that has been done by the researcher which was conducted in SMK PGRI 13 Surabaya and some suggestions for the English teacher, students, and also the next researchers who want to conduct similar research.

5.1 Conclusion

The researcher had done this research in SMK PGRI 13 Surabaya, Jalan Sidosermo III, Sidosermo, Wonocolo, Surabaya. This research was held from April 12th 2018 until May 11th 2018. The researcher used X APK 2 as an experimental class and X APK 3 as a control class. In experimental class, the students were given the treatment after doing pre-test. The treatment was applied based on the lesson plan and must be applied by the English teacher. After doing the treatment, the experimental class was given a post-test to know whether webtoon is effective to develop students' writing skill or not. To know whether it is effective and has significant difference or not, it can be seen in the improvement of score in pre-test and post-test, and it also can be seen in the students' responses of interest to the implementation of using webtoon in teaching writing narrative text.

Based on the finding and discussion in the previous chapter, the researcher concluded that webtoon is effective to develop students writing skill in narrative text of tenth grader in SMK PGRI 13 Surabaya. It can be proved to the average score, which is in pre-test, experimental class and control class had same average, but in post-test, the average score of experimental class increased more than control class. Other proves can be seen to the result of T-Test. In Independent

Sample T-Test, the value of Sig. (2-tailed) is lower than α (0.05) or can be written as $0.007 < 0.05$ so H_1 is accepted and H_0 is rejected, it means there was significance different in ability to write narrative text in experimental class. Another T-Test calculation is Paired Sample T-Test. The value of Sig. (2-tailed) is 0.000 and it is definitely lower than α (0.05) so the result can be said that there is significant difference in progress of experimental class before and after doing the treatment. The last prove is from the students' responses of interest. In the calculation of the students' responses of interest, it is clearly showed that webtoon is very interesting medium which can make them becoming more motivated in learning english, especially in writing narrative text.

5.2 Suggestion

At the end of this study, the researcher would like to give some suggestions which related to the finding of this research. The suggestions include for English teacher, students, and the next researcher.

a. For English Teacher

The researcher hopes that after conducting this research, the teachers especially english teachers can be more aware of any kind of media that can be used to teach english for students. One of the media is webtoon. It is very interesting medium, because it has picture series and narration. It can make the students learn and have fun at the same time, it can also make the students enjoy their learning process. So the researcher hopes that the teachers can use it as their teaching medium.

b. For Students

The researcher hopes that after conducting this research, the students can be more enthused, motivated, and interested in learning English, especially in writing skill. They can also learn any skill through webtoon, considering webtoon helps them increase their score.

c. For The Next Researcher

Based on the result, webtoon is effective to develop the students' writing skill in narrative text and other performances. Probably the next researcher can use it as a medium to develop students' other skills, such as reading. Because it has narration and many interesting stories.