CHAPTER V

CLOSING

A. Conclusion

After obtaining the data analysis from the scores obtained in English test, it could answer the problem of the study which " Is there any significant the effect of Project-Based Learning using Cartoon Story Maker in writing recount text at tenth graders of MAN Katingan Hilir?". Based on the result of data analysis, the students' obtained scores from the experimental group (taught using Cartoon Story Maker) and the students' obtained scores from the control group (taught without using Cartoon Story Maker) were significantly different.

The main purpose of the study is to measure the effect of Project-Based Learning using Cartoon Story Maker in writing recount text at tenth grade of MAN Katingan Hilir. The type of study was a quasi-experimental especially non-randomized control group, pre-test post-test design, and the researcher used the quantitative approach in finding out the answer to the problem of the study, the data collecting technique used test. There were two classes of study namely X-B as a control group and X-A as experiment group with the total number student which class X-B 1 the total student are 36 and class X-A the total student are 33. The sample of study is determined using census sampling technique. Both of groups were given pre-test before treatment. Then, the student of experiment group was taught by Cartoon Story Maker and control group was taught by non-Cartoon Story Maker. The last, the researcher gave post-test to both of groups.

In the result of the hypothesis was using the calculation of T-test with SPSS 21.0. The result of t-test with SPSS 21.0 calculation found the calculated value ($obser_{ved}$) was greater than t_{table}) 1% and 5% significance level or 2.00<3.533>2.65. It was interpreted than alternative hypothesis (h_a) stated that there is significance effect of Project-Based

Learning using Cartoon Story Maker in writing recount text at tenth graders of MAN Katingan Hilir was accepted and the null hypothesis (h_0) there is no effect of Project-Based Learning using Cartoon Story Maker in writing recount text at tenth graders of MAN Katingan Hilir was rejected. It meant that there is significance effect of Project-Based Learning using Cartoon Story Maker in writing recount text at tenth graders of MAN Katingan Hilir.

B. Suggestion

In line with the conclusion, the researcher would like to propose some suggestions for the students, teachers there and the writer as follow:

1. For the Students

It is clear that Cartoon Story Maker has the potential to be used as very useful communications and collaborations environments for education. It could help students to comprehend English as a foreign language. Therefore, the writer recommended to the students to practice their English as much as possible in or out the class. And also, the writer recommended to students could use the social media in language learning.

2. For English Teacher

As the use of Cartoon Story Maker has grown in popularity as a social networking site, the teacher has been considering how it could be used in an educational context to improve the learning experience of their students. It is clear that an online site designed site designed for the students with similar interests to communicate and collaborate would have great potential for the learning process.

3. For the Researcher

Since the study was an experimental study that effect of Project-Based Learning using Cartoon Story Maker in writing recount text at tenth graders of senior

high school. The result of the study found that using Cartoon Story Maker gave significant effect on the students' score in students writing especially in comprehending recount text. This study was focused on the tenth graders at MAN Katingan Hilir. The researcher recommends for the other researchers who want to conduct the study related to the writing especially in recount text with other interesting media on other grades.