

CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order: 1) research question one regarding the determination the efficiency of cartoon animation for enhancing speaking ability communication for Matthayomsuksa 1 students to meet the criteria set at 70/70; 2) research question two regarding the comparison between students' learning achievement before and after learning through cartoon animation for enhancing speaking communication for Matthayomsuksa1 students ; 3) research question three regarding the investigation the satisfaction of Matthayomsuksa1 students towards the cartoon animation for enhancing English speaking for communication. The findings presented are drawn from quantitative data from the exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of cartoon animation for enhancing English speaking communication for Matthayomsuksa 1 students?

This research question was directed towards the efficiency of cartoon animation in English speaking communication of the students who participated in this research. To answer this question, the researcher employed the quantitative data from the cartoon animation and achievement test, which determined the efficiency of the cartoon animation speaking for communication for Matthayomsuksa 1 students based on the criterion set at 70/70. The quantitative data consisted of the activity scores from all episodes (efficiency of the process), and post-test scores (efficiency of the outcomes). There were 3 episodes in this study. The total mean scores from all activities scores of episodes were 140 scores: episode1 (48 scores), episode2 (48 scores), episode3 (42 scores). The total mean scores from the achievement test or post-test were 60 scores. Table 4.1 below illustrates mean, standard deviation, percentage and the efficiency of the cartoon animation lesson.

Table 4.1

The Mean and Standard Deviation, and Percentage for Each episode Item

(n = 22)

No.	Activities Scores of Learning through Cartoon Animation (Efficiency of the Process)				Post-test (60)
	1(48)	2(48)	3(44)	Total(140)	
1	32	33	35	100	48
2	40	41	40	121	50
3	35	36	35	106	48
4	31	32	32	95	43
5	35	35	37	107	44
6	39	40	40	119	49
7	37	36	35	108	41
8	32	33	33	98	46
9	34	32	34	100	47
10	35	36	35	106	46
11	37	37	39	113	47
12	32	35	33	100	45
13	33	35	36	104	46
14	36	37	35	108	44
15	40	40	41	121	51
16	37	36	36	109	49
17	40	38	39	117	52
18	38	37	38	113	48
19	37	39	38	114	47
20	39	39	38	116	50
21	34	35	38	105	43
22	39	40	37	116	50
Total	792	802	802	2406	986
\bar{x}	36.00	36.45	36.45	109.36	44.82
S.D.	2.89	2.65	2.48	7.66	2.86
%	77.05	79.87	78.87	80.46	78.83

As shown in Table 4.1 above, the efficiency of the cartoon animation English speaking for communication of Matthayom1 students, which were conducted by the researcher, is 80.46/78.83 which was higher than the criteria set at 70/70. It claims that students, who learned English speaking for communication through the cartoon animation, received total mean scores from the activities scores of cartoon animation at 80.46% and total mean scores from the achievement test after learning through cartoon animation at 78.83 %. The efficiency of outcome (E2) was lower than the efficiency of process (E1) might be caused by the post-test was more difficult than the activities and limitation of time in taking post-test.

The information as to the perceived efficiency of the cartoon animation for enhancing English speaking communication for Matthayomsuksa1 students. Revealed that the students tend to employ a wide range of speaking ability communication when teaching English by cartoon animation, which was higher than the criteria set. In order to reflect more profoundly upon the students' mean scores on post-test than that of pre-test of English speaking ability communication through cartoon animation, a detailed quantitative analysis of the very aspect based on multiple sources of data is provided in the Research Question Two.

4.2 Research Question Two: Do students who learn cartoon animation media for English speaking communication have higher mean scores on post-test than that of pre-test mean scores?

To gain more insights into the student's learning achievement before and after learning through cartoon animation in English speaking communication, the second

research question was formulated. To address this question, the researcher used quantitative data in terms of the comparison the difference between pre-test and post-test mean scores. Evidently, pre-test scores (60 items) and post-test scores (60 items) were also compared to find out the statistically significant difference. For this study, the level of significance was set at .50.

Table 4.2

Comparison the Difference between Pre-test and Post-test Mean Scores

No.	Pre-test Scores (60)	Post-test Scores (60)	Difference (D)	Double Difference(D ²)
1	18	48	30	900
2	25	50	25	625
3	19	48	29	841
4	20	43	23	529
5	21	44	23	529
6	28	49	21	441
7	18	41	23	529
8	17	46	29	841
9	15	47	32	1024
10	19	46	27	729
11	17	47	30	900
12	16	45	29	841
13	19	46	27	729
14	18	44	26	676
15	25	51	26	676
16	18	49	31	961
17	27	52	25	625
18	20	48	28	784
19	19	47	28	784
20	27	50	23	529
21	18	43	25	625
22	28	50	22	484
Total	452	1034	582	15602
\bar{x}	20.55	47.00	26.45	709.18

As revealed in the table above, the twenty-two Matthayomsuksa1 students who enrolled the Fundamental English Course (EN 21101) in the first semester of the academic year 2013 at Watsrabua School obtained the pre-test mean scores at 20.55 and post-test mean scores at 47.00, which reported that the students who learned by cartoon animation speaking ability communication after learning had higher achievement than before learning.

It should be noted that the information presented in the table above only represents the comparison the difference between pre-test and post-test mean scores of the twenty-two Matthayomsuksa1 students, regardless of their cartoon animation English speaking communication. Table 4.3 below then displays the difference between students' pre-test and post-test mean scores.

Table 4.3

Difference between Pre-test and Post-test Mean Scores

Achievement	N	Total Scores	\bar{x}	S.D.	t
Pre-test	22	60	20.55	22.37	18.17**
Post-test	22	60	47.00	19.31	

**** significant difference at .01**

As indicated in the table above, the independent samples t-test was conducted in order to find whether there was a significant difference in the using the cartoon animation lessons of the pre-test and the post-test mean scores. The results showed that there was statistically significant difference between the pre-test and the post-test mean scores in using cartoon animation media English speaking communication at a.01 level.

4.3 Research Question Three: What is the level of students' satisfaction in learning English speaking communication by cartoon animation lesson?

The third research question focused on gaining an understanding of the level of the students' satisfaction in learning speaking communication by cartoon animation.

All of twenty-two Matthayomsuksa 1 students were asked to complete the 15-item of 5-rating scale satisfaction questionnaire, ranging from the most satisfactory (5) to the least satisfactory (1). Table 4.4 below demonstrates mean and stand deviation for each questionnaire item.

Table 4.4

Learners' Satisfaction Towards the cartoon animation lessons of Matthayomsuksa 1 Students

No.	Statements	\bar{x}	S.D.	Meaning	Rank
1	You enjoy activities provided in the cartoon animation lessons	4.78	0.41	Most Satisfactory	1
2	The knowledge gained from learning English speaking ability communication can be used for communication in everyday life.	4.75	0.43	Most Satisfactory	2
3	Practice with cartoon animation lessons of learning and illustration is interesting.	4.48	0.50	More Satisfactory	9
4	The cartoon animation lessons are simple and easy to understand.	4.75	0.43	Most Satisfactory	2

Table 4.4 (Continued)

No.	Statements	\bar{x}	S.D.	Meaning	Rank
5	The contents and activities in the cartoon animation lessons are relevant.	4.66	0.47	Most Satisfactory	4
6	The contents and activities in the cartoon animation lessons are appropriate.	4.48	0.50	More Satisfactory	9
7	Learning through cartoon animation improves your English.	4.48	0.50	More Satisfactory	9
8	The illustrations in contents and activities of the cartoon animation lessons are compelling.	4.57	0.50	Most Satisfactory	5
9	Learning through cartoon animation lessons helps you understand the contents well.	4.36	0.48	More Satisfactory	15
10	Learning speaking ability communication English through cartoon animation is useful.	4.45	0.50	More Satisfactory	11
11	You will always feel motivated when learning English by doing and practicing with cartoon animation lesson.	4.45	0.50	More Satisfactory	11
12	Learning English through cartoon animation lessons enhances your critical thinking process.	4.51	0.50	Most Satisfactory	8
13	Learning through cartoon animation lessons enhance your autonomous learning.	4.50	0.50	Most Satisfactory	7
14	Learning through cartoon animation has effects on your English speaking ability communication.	4.48	0.50	More Satisfactory	9
15	You have positive attitude toward learning English after learning through cartoon animation.	4.66	0.47	More Satisfactory	4
Grand Total		4.66	0.48	The Most Satisfactory	

As revealed in Table 4.5, it indicates that the students' satisfaction in learning English speaking communication by cartoon animation lessons as a whole was at "the most satisfactory" level ($\bar{x} = 4.66$, S.D. = 0.48) When considering at each item, it was found that the three highest mean scores were no.1 "You enjoy activities provided in the cartoon animation" ($\bar{x} = 4.78$, S.D. = 0.41), followed by no.2 "The knowledge gained from learning English speaking ability communication can be used for communication in everyday life." ($\bar{x} = 4.75$, S.D. = 0.43), and no.15 "You have positive attitude toward learning English after learning through cartoon animation." ($\bar{x} = 4.66$ S.D. = 0.47), respectively. In contrast, the three lowest mean scores were no.9 "Learning through cartoon animation lessons helps you understand the contents well." ($\bar{x} = 4.36$, S.D. = 0.48), followed by no.12 "Learning English through cartoon animation lessons enhances your critical thinking process." ($\bar{x} = 4.51$, S.D. = 0.51), and no.13 "Learning through cartoon animation lessons enhance your autonomous learning." ($\bar{x} = 4.50$, S.D. = 0.50), respectively.

4.4 Summary of the Chapter

As evidences in the study, the finding of this study reached statistical significance. In this chapter, students' cartoon animation English speaking communication were presented. The results of each research question were described in three aspects, namely, the efficiency of the cartoon animation lessons English speaking communication, the students' learning achievement towards the cartoon animation lessons, and the student's satisfaction toward the cartoon animation

lessons, respectively. Besides, the detailed summary of the findings, discussions, implications for instruction, and suggestions for future researches are presents in the next chapter, Chapter Five.

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