

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter concludes with a summary section in which the essential research statement are highlighted. The researcher, however, discusses the results of each research questions which were presented in Chapter One. In addition, based on the finding and the discussion, the implications for research and practice are provided.

5.1 Summary of the Major Finding

The main objective of the study was to explore the development of the cartoon animation lessons for enhancing English in speaking communication for Matthayomsuksa 1 students. Specifically, the study was conducted for the following purposes: 1) to develop and find out the efficiency of cartoon animation for enhancing in English speaking communication for Matthayomsuksa 1 students; 2) to compare the students' learning achievement before and after learning through the cartoon animation lessons for enhancing English speaking communication; 3) to study the students' satisfaction toward the cartoon animation lessons during the first semester of academic year 2013 for 13 periods. The data were derived from multiple sources, namely the English speaking communication, cartoon animation lessons, the learning achievement tests, and the questionnaire on satisfaction. The research hypothesis was students' learning achievement on pre-test mean scores on English speaking communication through cartoon animation will be higher than on pre-test mean scores.

The samples in this study were Matthayomsuksa 1 students at consisting of twenty-two students, studying the Fundamental English Course (EN 21101) in the first semester of academic year 2013 at Watsrabua School in Phutthaiong District, Buriram Province. The sample group was selected by purposive sampling technique with the reason, they were learning Fundamental English Course (EN 21101). The students in class had an average English proficiency: low, moderate and high equally. The research instruments were cartoon animation lessons, lesson plans, achievement tests, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The independent variable of this study was cartoon animation for enhancing English speaking communication constructed by the researcher. The dependent variable were learners' achievement, the effectiveness index of cartoon animation lessons, and learners' satisfaction toward the cartoon animation lessons.

The cartoon animation lessons were conducted by the researcher as follows:

- 1) cartoon animation1: My new friend; 2) cartoon animation 2: Go shopping;
- 3) cartoon animation3: Let's go to the zoo. This study was conducted in the first semester of academic year 2013 for 13 periods described as follows: 1) 11 periods for learning through two cartoon animation three cartoon animation lessons, 50 minutes for each period; and 2) 2 periods for orientation, taking pre-test to check their prior knowledge before learning through cartoon animation lessons, taking an achievement test (post-test) to check their learning achievement, and the satisfaction questionnaire with the cartoon animation lessons. The findings of this study were as follows:

1. The cartoon animation lessons for enhancing English speaking communication for Matthayomsuksa 1 students had an efficiency of 80.46/78.83 which was higher than the criteria set at 70/70.

2. Matthayomsuksa 1 students who learned by cartoon animation lessons in English speaking communication after learning had higher achievement than before learning at the .01 level of statistical significant difference.

3. Matthayomsuksa 1 students were satisfied toward the cartoon animation lessons for enhancing English speaking communication as a whole at the most satisfactory level.

Below is the discussion of the following aspects based on the finding: a) the efficiency of cartoon animation lessons in English speaking communication; b) difference between students' learning achievements; and c) students' satisfaction towards the cartoon animation lessons for enhancing English speaking communication.

5.2 Discussion of the Finding

5.2.1 The Efficiency of Cartoon Animation Media for Enhancing English Speaking Communication

The findings showed that the efficiency of cartoon animation lessons for enhancing English speaking communication was 80.46/78.83, which was higher than the criteria set at 70/70. This is because the cartoon animation for enhancing English speaking communication were completely developed in three trails; an individual, a small group, and a field trail. For each step, the researcher could see both good and

bad point. Thus, every step of trying out helped to develop the cartoon animation lesson. It can be seen that the first efficiency of the process (E1) were higher than the second efficiency of the outcomes (E2). That means the students got activities mean scores more than post-test mean scores. It might be that they were interested in doing activities in the cartoon animation lessons in English speaking communication. Doing the activities in the cartoon animation, they could learn and check their answers with immediate feedback. This might motivate them to pay more attention in doing activities in order to get high scores. Besides, the efficiency of the outcomes was lower than the efficiency of the process since the post-test had more difficulty than the activities.

The finding of the study could be considered that the researcher the related literature such as theories and principles on cartoon animation lessons composing the Basic Education Core Curriculum B.E.2551 (A.D. 2008), learning theory, teaching speaking ability communication, teaching materials, cartoon animation lessons, lesson plans, satisfaction, etc. In the production of the cartoon animation lessons on CD, the researcher made a systematic study of the procedures for cartoon animation production and the contents to ensure relevance to the objective and learners' interests, as well as to ensure a design appropriate activities and assessment tools. Such procedures were in accordance with the principles for production of cartoon animation lessons proposed by Sittironnarit (2008) who conducted the research on cartoon animation production at Sillapakorn University in 2008. After that, the cartoon animation were examined by experts for consistency and lesson plans and teaching aids were revised. Then the lessons was put on trail and improved before it was employed with the sample group. As a result, the cartoon animation lessons for

teaching English speaking ability communication for Matthayomsuksal students were characterized as efficient as expected by the standard. In addition, cartoon animation lessons comprised of many components such as various contents, activities, pre-test, post-test, and answer keys which students can learn, do the activities, and get feedback by themselves. The cartoon animation lessons supported self-learning. In the case of students did not pass the activities or the test, they can learn, and do it again until they understand or pass that activity. The researcher also produced the cartoon animation lessons followed the theories of psychologists, such as whose theory focuses on the association between stimuli and response. The learning occurs with the human and animals with in three primary law: 1) law of effect-responses to a situation which are followed by a rewarding state of affairs will be strengthened and become habitual responses to that situation; 2) law of readiness a quality in responses and connections that results in readiness; 3) law of exercise-connections become strengthened with practice and weakened when practice is discontinued. This corresponded to Skinner's learning theory which focuses on stimuli: 1) positive reinforcement or reward: responses that are rewarded are likely to be repeated (good grades reinforce careful study); 2) negative reinforcement: are not likely responses that allow escape from painful or undesirable situations are likely to be repeated; 3) extinction or non-reinforcement: responses that are not reinforced are not likely to be repeated (ignoring student misbehaviour should extinguish that behavior); and 4) punishment: responses that bring painful or undesirable consequences will be suppressed, but may reappear if reinforcement contingencies change (Penalizing late students by withdrawing privileges should stop their lateness).

The finding partially is consistent with other previous studies, namely, Sittironnarit (2008) which stated that teaching English on media fi enhancing English vocabulary in everyday life by cartoon animation had an average efficiency value of 96.67/91.92, Moungeow (2005) constructed the cartoon animation of using a computer-assisted instruction with cartoon animation to teach music for Prathomsuksa1 students had value of 82.83/82.59, Sapanon (2005) found that the efficiency of the efficiency of the computer assisted instruction on English reading was at 77.26/78.34 criterion.

5.2.2. Difference between Students' Learning Achievement

The result revealed that students who learned English speaking communication through cartoon animation lessons had higher earning achievement of speaking ability communication on post-test mean scores than in pre-test mean scores with statistically significant difference at a .01. level. This could be concluded that cartoon animation lessons had the efficiency because they could lead the students achieve higher learning. The result caused by they were quite new and interesting for the students to learn. The cartoon animation lessons can motivate the students to learn the content eagerly more than they used to be. In addition, they consist of diverse components, and activities which support self-learning and they were tried out and found the efficiency before using with samples. Therefore, students who learn through the cartoon animation lessons had higher proficiency in learning.

However, if we look at the raw scores of the pre-test (Table 4.2), most of the students received low pre-test scores. As we know, English language had limit to use in diary especially for those who learn English as a foreign language. This study was

conducted within 13 period, which was not sufficient to help low proficiency students gain sufficient improvement.

For the post-test scores, considering the mean score on the post-test to the research question that whether students who learn English speaking communication through cartoon animation have higher mean scores on post-test than that of pre-test mean scores, it can be claimed that using cartoon animation lessons is effective in teaching English speaking communication since most students received mean core on the post-test higher than the pre-test mean score. The results of this study agree with many studies which showed that the cartoon animation lessons can be taught to students and the activities of cartoon animation lessons help improve students' performance on speaking ability communication learning.

5.2.3 Students' Satisfaction towards the Cartoon Animation Media in English Speaking Communication

The result illustrated that students' satisfactions in learning English speaking communication through cartoon animation lessons were at most satisfactory level. The finding showed that the students were satisfied with learning through cartoon animation lessons. This could be explained that the cartoon animation lessons were evaluated the quality by the experts consequently, the cartoon animation lessons had high quality, appropriate content, and suitable for the level of students. The cartoon animation lessons supported individual learning and promoted interaction between both students-to-students, and students-to-teacher. This corresponded to Brooks and Brooks (1993) who state that atmosphere in a class was an important factor to build and change attitude toward learning. Furthermore, having higher learning

achievement, gaining more knowledge and progressing in learning with the interesting contents, and various activities affect students' attitudes as well because it meant they met the goal of learning.

In addition, from the open-ended questions, most students stated that cartoon animation lessons were easy, helpful, and convenient to use so they were happy in learning. They mentioned that when they faced some problems or did not understand some exercises, they could go back to the pages of the contents anytime. In contrast, some students indicated that some vocabulary and contents through the cartoon animation.

Finally, it indicates that all of students have participation in learning English speaking communication through cartoon animation at pass level ($\bar{x} = 4.66$). They participate in all activities, attend in learning, and can conclude or summary the lessons.

5.3 Pedagogical Implications

In relation to the theoretical implications of the major findings from this study, the researcher presents the following related implications for instructional practice of English speaking ability communication in EFL contexts.

5.3.1 Learning through cartoon animation lessons, the most important factor is the teachers should make suggestions and comments, to the students on the use of cartoon animation lessons step by focusing on discipline, faithfulness, and patience.

5.3.2 Cartoon animation lessons in English speaking communication can be used as an efficiency tool for language learning not only in classroom but also for

distance learning. It can be used by the students and other people who are language learners.

5.3.3 To let the students learn English speaking communication effectively, the time should not be limited since the students have different learning ability.

5.4 Suggestions for Further Studies

Based on the findings from the present study, the researcher draws the following conclusions which are outlined in four points:

5.4.1. A comparison of language learning through cartoon animation lessons and other teaching kit should be done.

5.4.2. Research on language learning through cartoon animation should be done in other English speaking communication contents or on other skill.

5.4.3. Studying the result of learning via cartoon animation lessons with other variable such as the level of intelligence, attitude, and consistency in learning should be investigated.

5.4.4. The language multi-media should play an active role in English speaking communication in learning English.