

## **CHAPTER IV**

### **CONCLUSION AND SUGGESTION**

This chapter intended to elaborate the conclusion and suggestion of the research. The primary point of this chapter is to provide the conclusion regarding the criteria of interesting animation video for teaching speaking and the development animation video for teaching speaking at senior high school. The conclusion also leads to suggestions and recommendations given for related sides.

#### **4.1 Conclusion**

Regarding the first research question, it was found out that the criteria of animation include three main components: first from teacher interview, that can be seen from several aspects of interest, including animation content, duration video, the characterization, model display, and audio-visual. Second, from several books that can be seen from several aspects of interest, including animation gestures, background view, animation that can speak and express, sound effects, and back sound instrument. Then, last from several journals, including the use of color in animation, place settings, and the last supporting characters. All of these are some of the criteria that make animation interesting.

About the second research question, the process of developing the animation video as the product of this study. The animation was conceived and built in Animiz, a web-based software for product finishing VN, dubbing teacher utilizing Narrator Voice, and YouTube for sound effects to support the animation video. In design animation, as related by the criteria of interesting animation video. The overview of the specifications product of animation video is the opening scene. The opening scene includes the title of the material, a subtopic of the material, and the introduction of character animation. The overview of the specification of animation video is an explanation scene, including the explanation of the subtopic. The overview of the specification product of animation video is a dialogue scene, showing the dialogue in the

context of the material between the characters of each animation. Last, the overview specification product is the closing scene within the video animation.

## **4.2 Suggestion and Recommendation**

Based on the findings of the study, the researcher would like to make some suggestions to the following stakeholders.

### **4.2.1 Suggestion**

Because this research was undertaken in such a short period of time, the research and development processes were not completed completely. Further study, experimentation, or testing the product is required. Furthermore, user comments were not obtained. There was insufficient literature to support the development of comprehensive research instruments. Further research can be directed toward a more extensive literature review in order to improve instrument development.

This investigation was undertaken with a very limited awareness of the product's development processes. Further investigation and exploration of other sources can aid in proper application.

### **4.2.2 Recommendation**

Suggestions from researchers are for theory and practice. Theoretically, this research is expected to provide useful information regarding animation videos. The results of this study are expected to be a reference for the development of learning animation videos. For practical purposes, this research is It is expected to be used by teachers as a medium for learning speaking. This research is expected to be used by students. They could be interested in studying teaching media with animated video media. Recommendations are also given to teachers, students, and potential researcher.

#### **4.2.2.1 For Teacher**

In the learning process using independent learning, the teacher's role is as a facilitator. Through understanding the development of animation, video teaching media is important for students' interest in learning speaking. The software is based on a website that is called Animiz, which can be used by teachers to make an interesting animation instead of just searching on YouTube. The content of material, character animation, and design can be created by oneself.

#### 4.2.2.2 For Students

Students can learn while watching animated videos, not just by listening to the teacher's explanation. Students can listen to the correct pronunciation of English words through animated videos, assisted by the teacher as a student facilitator. Furthermore, animated videos can be viewed repeatedly anywhere, not necessarily in the classroom.

#### 4.2.2.3 For Future Research

The researchers hope that in the next research, they can make the animation video smoother and have a higher video resolution. Considering that the animation video in this study only has a standard video resolution due to limited access from Animiz.