

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the insights and discussions gained in this study, the researchers conclude that the short film method is effective in influencing students' short story writing. The experimental group (VIII-1) had a momentous issue on the highest-scoring students of the experimental groups 79 (pre-test) and 97 (post-test) and control groups 73 (pre-test) and 94 (post-test). Hypothesis testing of the data indicated that t_{count} was higher than t_{table} at the significance level of $2.782 > 1.681$. H_a accepted this and H_o refused. Data showed an increase in retesting of students in experimental classes since H_a accepted.

The short film method has greatly influenced the way students write short stories. In other words, the short film method is a productive and appropriate way to enhance the ability of 8th graders to write short stories. This means that H_o is rejected and H_a is accepted. .

5.2 SUGGESTION

1. Teacher

Teachers are expected to create the best possible learning environment in the classroom. A good learning environment can make learning more enjoyable for students and improve their writing skills.

2. Principal

It is expected to create a conducive school environment, especially in conducive classrooms, and to encourage all teachers, students and educational staff as much as possible to foster and nurture the learning environment. To achieve better educational quality in the future.

3. Other researchers

We hope that this will provide examples and references, information, and information about how the learning environment affects students' writing ability from other researchers conducting research on learning environments.



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN