

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of the research consists of two sub headings which present some conclusion derived from the research and development activities concerning the development of comic strips and some suggestions toward the use of product that has been developed.

A. Conclusion

The comic strips which were developed using Borg and Gall's model were given to the student get positive comments from the students and teacher. This media developed based on students' need and it can motivate the student to learn English.

According to curriculum 13, the teacher is required to be able to provide the material and explanations in an effective ways and is able to enhance students' creativity. From this fact, the researcher has a purpose to make educational media using comic.

As stated by Carry, in comics, readability measures are determined not only on words alone but also on pictures. Here, pictures support the words to make the written text becomes more comprehensible.²⁸

Second, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall words. Csabay explains that if a word, expression, or

²⁸ S. Cary, *Going Graphic: Comics at Work in the Multilingual Classroom* (Portsmouth: Heinemann, 2004), 58.

concept is accompanied by a picture, the learner will memorize and recall it more easily.²⁹

To make an interactive comic strips as learning media, the researcher used manual design and Corel Draw application to make digital design as interactive media according to the student' and teachers' need. There are some step that should be done for it, start from need analysis, developing material, expert validation, revision, try out, and final product. According to the need analysis, 82% of students claimed that using picture and full colour are more interesting and make them easy to understand the materials and also to attract to them to study. From that fact, the researcher starts to make comic strips "English is Fun". Before applied it, the media should be revised by 3 experts' validation and the experts are expert of learning media, English teacher and design teacher. Finally, the researcher displayed the media to the students and gives the simulation. The result of try out is good. All of students feel comfort and motivated by the presence of this media (comic strips).

²⁹ N. Csabay, "Using Comic Strips in Language Classes", *The Internet ETF Journal*. No.1. http://americanenglish.state.gov/files/ae/resource_files/06-44-1-f.pdf. Accessed on 29 December, 2015.

B. Suggestions

Based on the process of developing media, some suggestions are presented on how to make use of the product and how to make the product better. For teacher, exactly English teachers, the developed media is suggested to be used as learning media for the students because its suitable to apply for any grades of students, so it needs teachers' creativity to develop this media to be better and more effective.

Based on the quality, weakness, and research limitation, researcher could give some suggestion for next product developing, such as:

1. This comic strip gave a new choice for teachers in order to delivering a material. So the teaching and learning process would be more fun and student does not feel bored.
2. Suggestion for the next product developing using comic strips should use a clear and better design.
3. In developing comic strips, the next researcher should pay more attention on design characters, background, and choose the right font size and font type can make this media more attractive and interesting.

Next, the researcher suggests comic strips as learning media, because pictures support the words to make the written text becomes more comprehensible. Finally, the pictures are used not only to aid comprehension but also to facilitate vocabulary teaching. They help the students a lot to memorize and recall word and the learner will memorize and recall it more easily.