

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion in this study is based on the finding and discussion result that have been presented in Chapter IV. This study aimed to: (1) identify the learning targets and needs of grade VIII students of MTs Futuhiyyah Kwagean in learning English vocabulary mastery; (2) determine the characteristics of appropriate media to teach vocabulary mastery to grade VIII students at the school; and (3) develop Comic Short Film (CSF) as a learning media to help students in vocabulary in the second semester learning.

The conclusion of this research consider three main aspects. First, aspects related to the target and learning needs of students. Furthermore, the development process of Comic Short Film (CSF) is also an important part discussed. Finally, the evaluation of the CSF developed as a vocabulary learning media for students of grade VIII MTs Futuhiyyah Kwagean in the second semester also became the focus of this study.

1. Target and learning needs

Based on the needs analysis, the majority of learners learn English with the main purpose of preparing for the national exam. In vocabulary acquisition, they want to be able to memorize vocabulary with proper use of grammar, punctuation, and vocabulary. In addition, they need to understand the vocabulary in the text contained in the comic short film and be able to memorise vocabulary in the text.

Learners prefer learning materials presented through pictures, tables, graphs or diagrams related to the text. In the process of learning English vocabulary, they want to understand the meaning of the sentence or paragraph as a whole. They also enjoy the activity of arranging words into correct sentences. In addition, learners feel happy with the English teaching-learning process in the classroom.

In terms of their preferred learning methods, learners are more comfortable working on tasks in small groups of 3-4 people. They also prefer the teacher's role to give examples and explanations before giving exercises and tasks. Meanwhile, the learners' role is to discuss with their teacher during the learning process.

In this study, the researcher developed learning materials using short movie comics. Therefore, she investigated several aspects related to the development of digital comics combined into short films for language learning. The learners preferred a combination of vertical and horizontal in panel placement. After that, learners preferred teenagers as characters in digital comics. Learners also like to read colorful digital comics. Finally, learners stated that SAN comic is suitable as the font type in digital comics.

2. The steps for developing of Comic Short Film (CSF)

This research falls into the category of research and development (R&D) and adapts the ADDIE design model proposed by Taylor (2004) with some adjustments. The stages in this study include needs analysis, processing the results of questionnaires and interviews related to needs analysis, preparing course grids, designing flowcharts and storyboards, developing initial drafts of comic short films, evaluating initial drafts by experts, and revising based on the feedback provided.

The instruments used to collect data included a needs analysis questionnaire, interviews, and a rating scale from experts. The data from the needs analysis was processed quantitatively using the frequency method, while the qualitative analysis followed the procedure of Miles and Huberman (1994: 10). The assessment results from experts were analyzed using descriptive statistics. In developing the material, researchers utilized Canva and CapCut to produce comic short film.

3. The results of the evaluation of the developed comic short film to enhance vocabulary mastery

The comic short film developed consists of three main stages, namely pre-production, production, and post-production. Each stage is developed based on a specific theme and includes several main activities. Each unit has 2 to 4 activities designed in seven sections. The process includes leading, observing, questioning, gathering information, connecting, and communicating the results of the activities.

Based on the results of the material evaluation and the assessment of the media experts, it can be concluded that the short film comics developed are suitable for use as teaching materials to improve vocabulary mastery for grade VIII students at MTs Futuhiyyah Kwagean. The average material evaluation score in the aspects of content and instructional quality reached 94,66%, which is classified as very good. Meanwhile, the average media evaluation score in the aspects of screen design, navigation, graphics and animation, and digital comic design reached 81%, also in the very good category.

B. Suggestion

There are several recommendations aimed at English teachers, grade VIII students, as well as other digital comic developers. \

1. For English teachers

It is expected that they can develop various learning activities by utilizing information and communication technology in the teaching process. The use of short movie comics as teaching media can be an effective strategy in improving vocabulary mastery and creating a more interactive and fun learning atmosphere, so as to motivate students in learning English. Therefore, teachers need to understand how to operate and implement short film comics before using them in class.

2. For students of grade VIII

after the short movie comics are developed, students are expected to use this media appropriately. They have access to various materials and activities available in the program, which can help them learn vocabulary in a more interesting and fun way. Thus, grade VIII students are expected to improve their English language skills, especially in vocabulary acquisition.

3. For other short movie comic developers

there are some suggestions that can be considered for further development.

- a. Variations in activities need to be increased to make short movie comics more interesting.
- b. Comic Short Film as learning media to improve vocabulary acquisition should be developed further, covering listening and speaking skills.

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