

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, RECOMMENDATION**

#### **5.1 Conclusion**

Based on the data obtained in Chapter Four, several conclusions were found:

Firstly, the results of the implementation of comics in learning were able to facilitate students' critical thinking. The learning activity started with strengthening the material by the teacher before students read comics and discussed them, in the learning process students were not yet active in asking questions but students were active in concluding the lessons they had learned, then in the discussion process, all students are active in asking questions and arguing about their answers. Showed that learning using comics was able to create Interactive learning in the form of discussion and question and answer sessions.

The second conclusion for post-test scores was found to be an increase in the average score of 62. The same results were also found in testing using the Wilcoxon test, which means  $H_0$  was rejected and  $H_1$  was accepted. So, there's a significant difference between the result of pre-test and post-test. then using further analysis the N-gain value obtained was 0.47, which means media improvement in student critical thinking after implementing comics in learning the human respiratory system. This is supported by the results of student interviews who said Comics make learning more interesting because the pictures, colors, illustrations and story lines make the human perception system material easier to understand. Students also said that using comics for discussions made students more comfortable when discussing. For comparison of the two aspects of critical thinking, basic clarification and basic clarification were used. inference shows that the average value of the basic clarification aspect in the pre test and post test is greater than inference. This means that students tend to be able to answer questions related to the question why? And identify and handle irrelevance, different from the questions and answers that students made previously, students were able to answer basic clarification questions.

The third conclusion of student responds of comics is that the majority of students agree that learning using comics is more fun compared to previous learning that did not use comics. This is reinforced by the results obtained from the student respond questionnaire about comics where the results stated that the majority of students answered agree and strongly agree, but several students answered disagree. These results were reinforced by previous student interviews who said that they preferred learning to use comics because they contained several components can make it easier for them to understand the material, and also through reading comics for learning they can increase their information about the respiratory system and the dangers of smoking. Then the reason why there are students who answer disagree is because based on interviews the students think that they prefer learning without comics, namely when the teacher explains the lesson, this is because the information explained by the teacher is easier for him to understand compared to using comics, but learning using comics also has The benefits of all students agreed to this, students answered comics made lessons more interesting, and also comics were able to add new information to them.

## **5.2 Implication**

Based on the previous results and explanations, this research implies that the use of comics as a media for learning the human respiratory system is an effective strategy for improving students' critical thinking. This is proven by the N-gain value obtained, namely, the use of comic media in learning the human respiratory system has a media improvement. With all the components in comics such as images, colors, illustrations, and storylines, students are more motivated to read and analyze the information contained in them. This makes students' critical thinking active, and the storylines in comics are able to make students understand the material better. This is because the story in it is related to the daily life of students.

## **5.3 Recommendation**

There are several recommendations obtained based on this research, namely recommendations regarding the implications of using comics in improving student characteristic thinking and also recommendations for further research, if using the same comics. The recommendations in question are.

1. Before doing the pre-test using google form, you should make sure students bring a cellphone or laptop to fill in data and also to save time
2. Because the results show that the use of comics on human respiratory system material can improve students' critical thinking, it is recommended that learning media be created such as comics on other topics such as the circulatory system and excretory system.
3. During student activity sessions such as discussions and questions and answers, it is recommended to provide rules at the beginning, such as the duration for making questions and answers, the duration for answering questions and also during the session for giving questions to other groups.
4. In future research, it would be better if students answer questions that already have answers, write them down to compare the answers that have been made by the group and the answers received by the group.