CHAPTER V  
CONCLUSIONS AND SUGGESTIONS

This chapter describes two main sections; the research conclusion and the research suggestion. As the first section, the research conclusion explains the analysis of the research findings. Then as the second section, the research suggestion presents the research expectations intended to give a contribution for the English teachers and the further researchers.

5.1 Conclusions

Based on the research questions which have been mentioned in the previous chapter, there are two conclusions made in this research. The first one is the effectiveness of using digital comics in teaching writing of narrative text. The second one is the advantages and the disadvantages of using digital comics in teaching writing of narrative text. The elaboration of each point is given below.

First, the digital comic has been proven as an effective media to improve students’ writing ability in writing narrative text. This result was supported statistically by the computation of independent t-test using IBM SPSS Statistics v.24. Moreover, the experimental group scores in posttest showed that their understanding of narrative text improved, especially in mechanics and content of the text.

Second, the questionnaire analysis showed that the use of digital comics in teaching writing of narrative text has the big advantages rather than the disadvantages. The result of the questionnaire presented that all of the students agreed that teaching writing of narrative text through digital comics can increase their interest, make the material easy to understand, motivate them to learn, improve their creative thinking ability, gain their attention and make them more enthusiastic in learning. In addition, almost all of the students agreed that digital comic is appropriate to be used in their age.

Despite the advantages of digital comic which have been mentioned before, there are also some disadvantages of the digital comic implementation. The result of questionnaire revealed some students agreed that the use of digital
comics in teaching writing of narrative text can make them lazy to read the text without pictures and can make them speak inappropriately. Additionally, some of them agreed that the use of digital comics is not better than the other media (for example video, audio etc.) for teaching writing of narrative text.

5.2 Suggestions

There are several suggestions which can be recommended for the other studies. These suggestions will be focused on two parts; suggestions for the English teachers and suggestions for the further researchers who are interested in the used of digital comic media.

The use of digital comics in teaching writing of narrative text has so many advantages. Hence, the English teachers are suggested to use digital comics in teaching writing of narrative text. The use of digital comics is expected to help the teachers in improving students’ writing ability. In its implementation, the teachers should adjust the media with the students’ characteristic and the students’ need. Furthermore, the English teachers should be paid attention to the digital comics that will be used in the classroom. They need to be more careful in choosing, developing and creating the digital comics. In addition, they also need to make sure that the digital comic is appropriate to be used in the classroom.

For the further researchers who are interested in the use of digital comic media, it could be great to analyze the effectiveness of digital comics in improving the other skills or other type of text, for example the use of digital comics in teaching reading skill or the use of digital comics in teaching writing of descriptive text. Additionally, the further researchers are also suggested to create a clearer instruction and an attractive activity in order to get students’ attention and students’ interest.