CHAPTER V
CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Referring to the research problem, this research aims to gain an insight of how digital science comics influence junior high school students' understanding of human digestive system topic. Through a series of tests using several instruments, a conclusion finally can be drawn from the obtained results.

The tests performed on two groups of subject shows the impact of using digital science comic as a learning aid for human digestive system topic. Statistical analysis with Mann-Whitney U test revealed that the average normalized gain of the experiment group at 0.47 is statistically significantly larger than the average normalized gain of control group at 0.23. Viewed in taxonomy levels, the test results showed that the highest improvements are seen in cognitive levels C1, C3, and C4. These result supported the claim that using digital science comic as a learning aid brings positive improvement towards student' understanding on human digestive system topic. However, due to the content limitations, digital science comics are better treated as an additional reading material to help students learn within the topics which require lower order of thinking.

B. Recommendations

For possible future researches, there are parts of this research which need improvement and/or still have room for development. Some of the suggestions and recommendations are compiled as such:

1. During the production of the comic, it is important to always ensure that the contents of the comic are in line with the curriculum, especially if the comic is going to be used as a learning aid in classroom setting. If the comic is used as a secondary reading material, it is still recommended that the main topic is based on curriculum,

though it is okay to add materials which don't belong to junior high school curriculum as long as the materials are still shown to be scientifically correct.

2. The storyline and plot of the comics may also be expanded to include a more extensive set of backgrounds, characters, and subplots. The four panel format can still be used, but the number of chapters can be added to include more facts and details in one topic.

3. There should be a nearly equal number of, or at least more than one, test items per cognitive level to minimize the possibility of test bias from limited test items. More test items per level also lessens the likelihood of results obtained by luck or guessing, since answering by guessing is possible even with the most valid and reliable tests.

4. If the comics are going to be used as a large scale learning aid, or used for commercial purposes, it would be best to obtain an impression rubric from users which consist of teachers and students alike. This way, the comics would receive judgment from first-hand users instead of only experts.