

CHAPTER V

CLOSING

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestions are expected to make better improvement and motivation for students, teacher and writer related to the teaching English using comic.

A. Conclusion

The writer analyzed the data from the pre-test and post-test result of teaching English using comic using t-test paired test formula to test the hypothesis. It was found that the result of t_{observed} was (5,096) was bigger than t_{table} at 1% (2,473) of significance level with the degree of freedom(df) was 27. It meant that the t_{observed} was bigger than the t_{table} . Furthermore, the writer also used SPSS 19 program to test the hypothesis. It was used to compare the hypothesis result of using manual calculation. The result of t_{test} using SPSS 19 in this study supported the interpretation of t_{test} result from manual calculation.

In addition, The result of testing hypothesis determined that the alternative hypothesis (H_a) stated that there is significant difference between pre-test and post-test of teaching English using comic was accepted and the null

hypothesis (Ho) stated that there is no any significant difference between pre-test and post-test of teaching English using comic was rejected.

Based on the result, there are 28 students that got the higher score of post-test than pre-test score. They are ARY, GA, SNA, TV, NSS, YH, MH, RW, RA, LP, KH, YDP, INS, YFN, DD, NW, RE, SESN, MT, NSB, AYY, DTW, FPA, MNH, FA, AM, AAN, and AA. Although in comic there is a special characteristic.

Based on the result, there are 18 students got higher score in content of post-test than pre-test score. They are GA, SNA, NSS, MH, RW, RA, KH, YDP, INS, YFN, DD, SESN, AYY, DTW, FPA, AM, AAN, AA.

Based of the result, there are 20 students got higher score in organization of post-test than pre-test. They are ARY, SNA, TV, NSS, MH, RW, RA, LP, KH, YDP, INS, RE, SESN, MT, NSB, AYY, DTW, MNH, AM, AA.

Based on the result, there are 21 students got higher score in language use of post-test than pre-test. They are ARY, GA, SNA, YH, RW, RA, LP, KH, YDP, INS, YFN, DD, NW, RE, SESN, MT, AYY, MNH, FA, AAN, AA.

Based on the result, there are a student get lower score in language use of post-test than pre-test. He is MH.

Based on the result, there are 10 students get the same score in content. They are ARY, TV, YH, LP, NW, RE, MT, NSB, MNH, FA.

Based on the result, there are 8 students get the same score in organization. They are GA, YH, YFN, DD, NW, FPA, FA, AAN.

Based on the result, there are 6 students get same score in language use. They are TV, NSS, NSB, DTW, FPA, AM.

That are the result of pre-test score compared with post-test score of students at eleventh grade of Senior High School 1 Sampit. Based on the theories and the results of pre-test and post-test score, comic can improve students ability in story telling writing.

It means that the pre-test have significant difference score than the post-test of teaching English using comic. The result of this study showed that there significant difference in the pre-test and post-test of teaching English using comic.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some suggestions that hopefully would be useful and valuable for the eleventh grade student of Senior High School 1 Sampit, the teachers and the next researchers.

1. For the Students

The writer recommended the students to learn about narrative text using comic media. Because the result, in this study, showed that there was significant difference in the pre-test score and post-test score of teaching English using comic.

2. For the Teacher

The teacher should pay attention to the students' understanding level, problems in learning English, and students' strategy in learning English. Especially, teaching English using comic, the teacher is hopefully able to select the appropriate teaching technique and teaching methods to teach the students who have difference ability in English especially in narrative text using comic.

3. For the Next Researchers

This study investigated about there is any significance different between pre-test and post-test of teaching English using comic of eleventh grade students of Senior High School 1 Sampit. It was quantitative study with *pre-experimental* design.

This study was focused on the eleventh grade students of Senior High School 1 Sampit, 2013/2014 academic year. It is possible for other researchers to conduct the same study with different class, school, or others.