

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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In the last chapter, the writer presents her conclusion, suggestion, and recommendation concerning the teaching of present progressive using humorous cartoons.

#### **5.1 Conclusion**

Many techniques have been created in achieving a better result in the learning process for the students. Media is one of the techniques that have been applied in some schools, and most of the results are successful. In this study, the writer wants to adopt the successfulness of applying media as one of the technique in teaching Present Progressive Tense for the fourth grade of the elementary students. Visual aid that is cartoon humor is the chosen media in this study.

Here, the writer set up a bunch of lesson plans, pre and post-test in order to find out whether the cartoon humors would make better results in the students' learning achievement in Present Progressive Tense. There were two groups in this study. The experimental group got cartoons humor in the treatments as a hope that it will have better results than the control group who did not get cartoons humor in their Present Progressive Tense learning achievement. The subjects for both groups were the fourth grade students of the elementary school in St. Clara.

The results of the three given treatments are reflected by the post-test score. The scores indicate that there is no significant difference between the two

groups in the students' achievement in learning present progressive. The mean score of the post-test of the control group is 69.45 and that of the experimental group is 73.325. The above means show that the learning achievement of the students taught without using humorous cartoons has no difference with the learning achievement of the students taught by using humorous cartoons.

## **5.2 Suggestion for Teacher**

To improve the students' learning achievement in grammar, the teacher should find an interesting and effective technique because commonly grammar learning is boring and complicated for the students. But the technique used must be suitable for the students. The teacher should know the characteristics of his or her students in order to be able to pick the right technique in improving the students' learning in grammar.

In addition, the researcher hopes that the teachers nowadays could be more creative in improving the technique of teaching. Commonly a technique is just applied for teaching a kind of aspect, for example in the writer's research study, she used humorous cartoons for teaching only grammar. Hopefully, a technique of teaching can be developed to teach various kinds of aspects, for example, probably, humorous cartoons are not just applied to teach grammar but it is also used to teach vocabulary or other skills such as: listening, speaking, reading and writing.

### **5.3 Recommendation for further Researcher**

Every technique has its own advantages and disadvantages. But they will be more useful in stimulating the learning process if they are used in the appropriate environment such as the subject, the situation and the condition. It is very important for the researchers to pay attention to the things stated above.

Researchers must be careful with certain things that will influence the results of the study such as:

- a) The age of the subjects.

The techniques must be suitable with the age of the subjects. For example, pictures of 'Doraemon' are not suitable if it is applied for the adult in the advanced level.

- b) The allocation time.

The treatments of this study were only given three times for each the experimental group and the control group. It may have given more complete results if the numbers of the treatment are added in order to reach more reliable results.

- c) The material

The materials used in this study were not suitable. The material must be adapted with the students' characteristics. It will be much better used the material that the students have already been familiar with it, for example if using cartoons, Scooby Doo or Doraemon is known in the children's daily life.

And it might get them more interested.

- d) Other teacher

The researcher in this experiment is the writer herself. It may have given more accurate results if the next researchers take the other teachers to do the treatments.

All in all, due to some limitations in this study the writer realizes that ideally, in conducting further research, other researchers must pay attention to the age of the subjects that must be suitable with the technique, give more treatments not just three times treatments, the suitable and various material and take other teacher to do the treatments for achieving more complete and valid result.

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