CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to an English teacher and eleventh-grade students of SMA PANCA BHAKTI Pontianak. It was conducted by CAR and the processes involved four stages per cycle; planning stage, action stage, observation stage, and reflection stages. There were two cycles done. The first cycle was done on Thursday, 26 may 2022 and the second cycle was carried out on Thursday,2 june 2022. There are three types of data that have been collected from the subjects of this research 15 students. Other than that, there has been no change of the research plan initially, however, there were a few problems encountered by the researcher. One of the most concerning problems occurred during the data collection process was that a few students did not attend the session in cycle 1 and 2. The collected data from observation, closed-ended and open-ended questionnaires were analyzed by both quantitative and qualitative approach with data triangulation.

The findings showed positive changes on students' learning motivation after the implementation of affirmation comics in both cycles. The students showed positive student performance and became more willing to participate in the lesson and braver to answer the teacher's questions during the session. Afterwards, the classroom interactions in cycle 2 were involving more to related topic to the learning material. They showed more positive classroom environment in cycle 2 compared to the previous one. This is in line with a study conducted by Puspitasari & Panggabean (2016) that illustrated how the students found the comic as a fun media to learn and could improve their confidence in learning.

The finding of this present study on the psychological factors related to learning motivation showed that there is a difference among the component of students' intrinsic motivation. This includes self-efficacy, active learning strategies, and English learning values. When comparing data from both

cycles, the most significant changes were showed on their active learning strategies and English learning values. When assessing the students' English learning value, it was found that this indicator has the most change since it was increased from low level in cycle 1 to high level in cycle 2. On the contrary, the use of affirmation comics is unlikely to improve students' vocabulary since the researcher still had to provide Bahasa Indonesia to help them understand the affirmation words in the comics more easily.

B. Suggestion

Based on the conclusion of this research, the researcher recommends that affirmation comics to be applied in classroom more consistently. It is also important to note that affirmation comics are able to establish positive student performance and classroom environment, as well as to improve student motivation in learning. For researchers who wants to conduct research on similar topic, the researcher would like to also suggest to involve a bigger number of participants. Another limitation of this research is the researcher assumed that some difficulties may happen due to chosen learning activity that is less engaging the whole class, lack of language knowledge on students, and other psychological factors (i.e., boredom or fear of making mistakes). Hence, it is recommended that further data collection may be required to explore this issue.

For future studies, the researcher would also like to suggest to conduct a study that focuses on variables issued in the limitation of this research in order to provide further understanding on how affirmation comics as an innovative strategy can improve learning motivation in the classroom, as well as variables required to be included in the process.