

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains finding of the research and discussion. The research results consist of the effectiveness questionnaire on comic strips towards students' mastery of grammar (present and past tense), as well as various tests conducted such as normality test, homogeneity test, mean equality test, independent sample t-test, paired t-test, one-sample t-test, and N-Gain test on the values obtained by students from the treatment and control groups. The following will explain the research results and analysis as follows.

A. FINDING

1. Research Setting

This research was carried out over a period of 2 weeks and in 4 meetings with classes VIII B (Control Class) and VIII C (Treatment Class) at MTs NU Matholi'ul Huda Kudus. This research aims to see the effectiveness of using comic strips on the mastery of grammar (Present and Past Tense) of class VIII students and in this research a series of activities were carried out such as pre-test and post-test, learning grammar (present and past tense) in both classes, use of comic strips in treatment classes, and administration of effectiveness questionnaires. Implementation details will be presented in table 4.1

Table 4.1 Research Setting

Meeting	Date and Tme		Activities
	Date	Time	
1	Monday, April 22, 2024	08.00- 09.20	<u>Control Class</u> - Pre-Test - Grammar Learning (Present Tense)
2	Wednes day, April 24 2024	10.50- 12.10	<u>Treatment Class</u> - Pre-Test - Learning Grammar (Present Tense) using Comic Strip media
3	Monday, April 29, 2024	08.00- 09.20	<u>Control Class</u> - Grammar Learning (Past Tense) - Post-Test
4	Wednes day, 01	10.50- 12.10	<u>Treatment Class</u> - Learning Grammar

	May 2024		(Present Tense) using Comic Strip media - Post-Test - Effectiveness Questionnaires
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1. Questioner of Effectiveness

Questioner of Comic Strip effectiveness towards Students grammar Mastery (present and past tense) is given to 30 students of VIII C class. The following are the results of the effectiveness questionnaire from 30 students based on each indicator presented in the following table.

Table 4.2 Result of Effectiveness Questioner

No	Student	Value of Inquiry		Average	Category
		Effective	Grammar Mastery		
1.	ABL	4,10	4,20	4,15	Very Effective
2.	AMAM	4,30	4,60	4,45	Very Effective
3.	AM	4,50	4,30	4,40	Very Effective
4.	APP	4,20	3,90	4,05	Very Effective
5.	AHN	4,00	4,10	4,05	Very Effective
6.	ANLS	4,40	3,50	3,95	Very Effective
7.	APS	4,60	3,90	4,25	Very Effective
8.	AAQ	4,50	4,60	4,55	Very Effective
9.	BNA	4,60	3,90	4,25	Very Effective
10.	CWAP	4,50	3,90	4,20	Very Effective
11.	CH	4,10	3,90	4,00	Very Effective
12.	DM	4,30	3,50	3,90	Very Effective
13.	DN	4,30	4,40	4,35	Very Effective
14.	FRA	4,70	4,50	4,60	Very Effective
15.	FAZ	4,50	4,40	4,45	Very Effective
16.	JM	3,90	3,80	3,85	Very Effective
17.	MAA	4,30	4,00	4,15	Very Effective
18.	MDAM	3,70	3,90	3,80	Very Effective
19.	MFF	3,90	3,90	3,90	Very Effective
20.	MGAS	3,00	2,70	2,85	Less Effective
21.	MIM	4,40	3,90	4,15	Very Effective
22.	MLRMM	3,90	4,10	4,00	Very Effective
23.	MNZ	4,90	4,90	4,90	Very Effective
24.	MNK	4,50	4,60	4,55	Very Effective

25.	MSH	4,80	4,40	4,60	Very Effective
26.	RA	4,30	4,50	4,40	Very Effective
27.	RR	4,40	4,10	4,25	Very Effective
28.	SFM	4,10	4,70	4,40	Very Effective
29.	TDC	4,60	4,00	4,30	Very Effective
30.	MZRA	4,50	4,20	4,35	Very Effective
Average		4,29	4,11	4,20	Very Effective

Based on Table 4.1, the effectiveness questionnaire results from 30 students indicate the category "Very Effective" for both aspects with an average score of 4.20. In terms of the comic strip aspect, it scored 4.25, categorized as very effective, while the Grammar Mastery aspect obtained 4.11, also categorized as very effective.

2. Initial Data Analysis

Initial data analysis is the test of hypothesis and answer the problem formulation. Initial data analysis includes data normality test, data homogeneity test, and mean similarity test.

a. Normality Test

The normality test is carried out to determine whether the data to be analyzed is normal or not⁴⁰. The test was carried out using the SPSS program with the Kormogolov-Smirnov test.

Test decisions and conclusions are taken at a The hypothesis formulation used in the data normality test in this study is as follows:

1) Determine the H hypothesis

H_0 : normally distributed data

H_1 : the data is not normally distributed.

2) Significant level of 5%.

3) Hypothesis testing criteria are as follows:

If the significance value (Sig.) > 0.05 then H_0 is accepted.

If the significance value (Sig.) ≤ 0.05 then H_1 is accepted.

4) Result of SPSS

Tabel. 4. 3 Result of Normality Test

Tests of Normality	
Kolmogorov-Smirnov ^a	Shapiro-Wilk

⁴⁰ Arif Rachman Et Al., *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R&D*, 2014.

	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test of Treatment Class	.140	30	.138	.949	30	.157
Post-Test of Treatment Class	.147	30	.096	.927	30	.057
Pre-Test of Control Class	.151	30	.077	.938	30	.080
Post-Test of Control Class	.143	30	.119	.923	30	.062

a. Lilliefors Significance Correction

Based on the normality test of the Pre-Test results for the treatment class, a P-Value of 0.138 was obtained. This value is greater than the alpha value of 0.05 because the P-Value is ≥ 0.05 . Therefore, the hypothesis (H_0) is accepted.

Based on the normality test of the Post-Test results for the treatment class, a P-Value of 0.096 was obtained. This value is greater than the alpha value of 0.05 because the P-Value is ≥ 0.05 . Therefore, the hypothesis (H_0) is accepted.

Based on the normality test of the Pre-Test results for the control class, a P-Value of 0.077 was obtained. This value is greater than the alpha value of 0.05 because the P-Value is ≥ 0.05 . Therefore, the hypothesis (H_0) is accepted.

Based on the normality test of the Post-Test results for the control class, a P-Value of 0.119 was obtained. This value is greater than the alpha value of 0.05 because the P-Value is ≥ 0.05 . Therefore, the hypothesis (H_0) is accepted.

5) The Conclusion of normality test

All of the four data on mastery of grammar (present and past tense) learning outcomes are normally distributed.

b. Homogeneity test

The homogeneity test for the final stage data is used to determine whether the sample classes have the same variance or not. If they have the same variance, then the data is considered homogeneous⁴¹. In this research,

⁴¹ Prof. Dr. H. M. Sidik Priadana, M.S. And Denok Sunarsi, S.Pd., M.M., Cht, *Metode Penelitian Kuantitatif*, Vol. 1 (Cipayung, Kec. Ciputat, Kota Tangerang Selatan Tangerang Selatan: Pascal Books, 2021), <https://Lemlit.Unpas.Ac.Id/Wp-Content/Uploads/2022/02/Metode-Penelitian-Kuantitatif.Pdf>.

SPSS software is used to analyze the final stage data. The steps for conducting the homogeneity test are as follows:

- 1) Determine the hypothesis
 $H_0 : \sigma_1^2 = \sigma_2^2$, both variances are homogeneous.
 $H_1 : \sigma_1^2 \neq \sigma_2^2$, both variances are not homogeneous.
- 2) Significant level of 5%
- 3) Hypothesis testing criteria are as follows:
 If the significance value (Sig.) > 0.05 then H_0 is accepted.
 If the significance value (Sig.) $\leq$ 0.05 then H_1 is accepted.
- 4) Result of SPSS

**Tabel 4. 4 Result of Homogeneity Test
Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result of Learning Process	Based on Mean	.419	3	116	.740
	Based on Median	.273	3	116	.845
	Based on Median and with adjusted df	.273	3	115.306	.845
	Based on trimmed mean	.413	3	116	.744

Based on the data analysis, P-Value of 0.740 was obtained. This value is greater than the alpha value of 0.05 because the P-Value is $\geq$ 0.05. Therefore, the hypothesis (H_0) is accepted.

- 5) Conclusion of homogeneity test
 All of the four data have homogeneous variances.
- c. Equality mean test

Testing the equality of means at the initial stage using Pre-Test scores to determine the difference in the initial average mastery of grammar (present and past tense) between the treatment class and the control class, to see if both samples have the same mean or not. Initial data analysis is conducted using the SPSS application. The testing steps are as follows:

- 1) Determine the hypothesis
 $H_0 : \mu_1^2 = \mu_2^2$, there is no difference in the final average of grammar mastery of experimental class students and control class students.
 $H_1 : \mu_1^2 \neq \mu_2^2$, there is a difference in the final average of grammar mastery of experimental class students and control class students.
- 2) Significant level of 5%
- 3) Hypothesis testing criteria are as follows:
 If the significance value (Sig.) > 0.05 then H_0 is accepted.
 If the significance value (Sig.) $\leq$ 0.05 then H_1 is accepted.
- 4) Result of SPSS

Tabel 4. 5 Result of Equality Mean Test Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2- tailed)
Result of Pre- Test	Equal variances assumed	.883	.351	1.271	58	.209
	Equal variances not assumed			1.271	57.310	.209

- 5) Statistical Decision
 Based on the analysis using SPSS, a P-Value of 0.209 was obtained, which is greater than the alpha value of 0.05. Since the P-Value > 0.05, the null hypothesis (H_0) is accepted.
 - 6) Conclusion of the equality of means test:
 There is no difference in the initial average mastery of grammar (present and past tense) between the treatment class and the control class.
3. The effectiveness of Comic Strips Media
- The effectiveness analysis developed is to complete the final data analysis, which includes independent sample t-test,

paired sample t-test, one-sample t-test, and N-Gain test. The overall testing is as follows:

a. The independent sample t-test

The independent sample t-test is used with the Post-Test scores to determine the difference in the final average mastery of grammar (present and past tense) between the treatment class and the control class, to see if both samples have the same mean or not⁴². Initial data analysis is conducted using the SPSS application. The testing steps are as follows:

1) Determine the hypothesis

$H_0 : \mu_1^2 = \mu_2^2$, there is no difference in the final average of grammar mastery of experimental class students and control class students.

$H_1 : \mu_1^2 \neq \mu_2^2$, there is a difference in the final average of grammar mastery of experimental class students and control class students.

2) Significant level of 5%

3) Hypothesis testing criteria are as follows:

If the significance value (Sig.) > 0.05 then H_0 is accepted.

If the significance value (Sig.) $\leq$ 0.05 then H_1 is accepted.

4) Result of SPSS

Table 4. 6 Result of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	Df	Sig. (2- tailed)
Result of Learning Process	Equal variances assumed	.022	.883	5.010	58	.000

⁴² Prof. Dr. H. M. Sidik Priadana, M.S. And Denok Sunarsi, S.Pd., M.M., Cht, *Metode Penelitian Kuantitatif*, Vol. 1 (Cipayung, Kec. Ciputat, Kota Tangerang Selatan Tangerang Selatan: Pascal Books, 2021), <https://lemlit.unpas.ac.id/Wp-Content/Uploads/2022/02/Metode-Penelitian-Kuantitatif.Pdf>.

Equal variances not assumed	5.010 57.991	.000
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5) Statistical Decision

Based on the data analysis, a P-Value of 0.000 was obtained. Since it is a one-tailed test, the P-Value $= \frac{1}{2} \times 0.000 = 0.000$. The testing criterion is $\frac{1}{2} \times \alpha$ or $\frac{1}{2} \times 0,05$ The P-Value is less than α , which is 0.025. Since $0.000 \leq 0.025$, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted.

6) Conclusion of Independent t-test

There is a difference in the final average mastery of grammar (present and past tense) between the treatment class and the control class students.

b. Paired Sample T-Test

The hypothesis analysis of the paired sample t-test aims to answer the question of whether there is a difference in the average mastery of grammar (present and past tense) using comic strip media. The paired sample t-test is used to determine the difference in the average scores before treatment (pretest) and after treatment (posttest) using comic strip media in the treatment class⁴³.

There are the results obtained from the Paired Sample T-Test in the following table:

Tabel 4. 7 Result of Paired Sample T-Test
Paired Samples Test

	Paired Differences				t	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference			
				Lower			

⁴³ Arif Rachman Et Al., *METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R&D*, 2024.

Tenses) of students taught with comic strips media did not reach KKM.

H_1 : $\mu_e \leq 70$ Grammar skills (Present and Past Tenses) of students taught with comic strips media reached KKM.

- 2) Significant level of 5%
- 3) Hypothesis testing criteria are as follows:
If the significance value (Sig.) > 0.05 then H_0 is accepted.
If the significance value (Sig.) $\leq$ 0.05 then H_1 is accepted.
- 4) Result of SPSS

Table 4. 8 Result of One-Sample T-Test
One-Sample Test

	Test Value = 70					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Result of Learning Process	8.602	29	.000	12.667	9.65	15.68

- 5) Statistical Decision
Based on the data analysis, a P-Value of 0.000 was obtained. Since it is a one-tailed test, the P-Value = $\frac{1}{2} \times 0.000 = 0.000$. The testing criterion is $\frac{1}{2} \times \alpha$ or $\frac{1}{2} \times 0.05$. The P-Value is less than α , which is 0.025. Therefore P-Value is $0.000 \leq 0.025$, and the hypothesis (H_0) is rejected, and the hypothesis (H_1) is accepted.

- 6) Conclusion of One Sample Test
The average post-test score of grammar mastery (present and past tense) with the assistance of comic strip media in the treatment class reaches the minimum passing grade (KKM). Therefore, it could be concluded that the mastery of grammar (present and past tense) by students that participated in learning with treatment assisted by comic strip media could achieve the minimum criteria of proficiency.

d. Normalized Gain Test (N-Gain)

The normalized gain (N-Gain) test is conducted to assess the improvement in grammar mastery (present and past tense) among students using comic strip media⁴⁵. This improvement is derived from the pretest and posttest scores obtained by the students. The criteria for the N-Gain test are as follows:

Tabel 4. 9 Magnitude of Gain

Magnitude of Gain	Interpretation
$\langle g \rangle \geq 0,7$	High
$0,7 > \langle g \rangle \geq 0,3$	Medium
$\langle g \rangle < 0,3$	Low

The results of the N-Gain test are presented in the following table.

Tabel 4. 9 Result of N-Gain Test

No	Student	Pre-Test	Post-Test	N-Gain	Interpretation
1.	ABL	55	85	0.67	Medium
2.	AMAM	60	75	0.38	Medium
3.	AM	70	90	0.67	Medium
4.	APP	65	80	0.43	Medium
5.	AHN	60	85	0.63	Medium
6.	ANLS	65	90	0.71	High
7.	APS	75	95	0.80	High

⁴⁵ Prof. Dr. H. M. Sidik Priadana, M.S. And Denok Sunarsi, S.Pd., M.M., Cht, *Metode Penelitian Kuantitatif*, Vol. 1 (Cipayung, Kec. Ciputat, Kota Tangerang Selatan Tangerang Selatan: Pascal Books, 2021), <https://lemlit.unpas.ac.id/wp-content/uploads/2022/02/Metode-Penelitian-Kuantitatif.Pdf>.

8.	AAQ	50	80	0.60	Medium
9.	BNA	55	70	0.33	Medium
10.	CWAP	55	75	0.44	Medium
11.	CH	60	85	0.63	Medium
12.	DM	65	75	0.29	Low
13.	DN	65	80	0.43	Medium
14.	FRA	60	95	0.88	High
15.	FAZ	50	90	0.80	High
16.	JM	55	85	0.67	Medium
17.	MAA	70	80	0.33	Medium
18.	MDAM	65	75	0.29	Low
19.	MFF	75	90	0.60	Medium
20.	MGAS	65	95	0.86	High
21.	MIM	50	80	0.60	Medium
22.	MLRMM	60	70	0.25	Low
23.	MNZ	65	85	0.57	Medium
24.	MNK	55	75	0.44	Medium
25.	MSH	70	90	0.67	Medium
26.	RA	70	85	0.50	Medium
27.	RR	65	95	0.86	High
28.	SFM	60	70	0.25	Low
29.	TDC	55	70	0.33	Medium
30.	MZRA	65	85	0.57	Medium

Average	61.83	82.67	0.54	Medium
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Based on the results of N-Gain test, there is an assessment of the gain value between the mastery of grammar (present and past tense) skills of students before and after using comic strip media. From the result of N-Gain test obtained 0,54 that categorized in "medium", so it could be concluded that comic strips medium is medium effective for teaching grammar, especially in teaching present and past tense.

B. DISCUSSION

1. Effectiveness of Comic Strips Questionnaire

Based on the analysis of the questionnaire results, several conclusions can be drawn regarding the effectiveness of using comic strips as a learning media for English grammar (present and past tense). In general, eighth-grade students perceive that the use of comic strips can make grammar learning more engaging. This is evident from the average scores of the questionnaire items related to this aspect falling under the "Agree" category.

Moreover, comic strips are considered to facilitate understanding of tense concepts. Students feel that comic strips assist in comprehending tense rules and remembering the differences between present and past tenses. This is indicated by the average scores of the questionnaire items related to this indicator falling under the "Agree" category. Comic strips are also believed to clarify examples of sentences for each tense through clear dialogue illustrations and contexts.

Furthermore, comic strips are believed to help students identify the differences between present and past tenses more easily. Respondents also agree that comic strips can effectively connect rules with real-life situations, both for present and past tenses. Additionally, respondents feel that comic strips facilitate understanding of time determination in sentences using tenses.

Overall, the questionnaire results indicate that comic strips are considered effective in improving understanding and mastery of tense concepts. Therefore, the use of comic strips as a grammar learning media can be recommended.

2. Statistical Analysis Results

a. Independent Sample T-Test Results

Based on the independent sample t-test results comparing pre-test and post-test scores of experimental class students, a significance value of 0.000 (Table 4.5) was obtained, which is smaller than the significance level of 0.05. Therefore, the null hypothesis (H0) is rejected. This indicates a significant difference in the average scores between pre-test and post-test of experimental class students. This difference indicates an improvement in student learning outcomes after being given treatment in the form of using comic strips as a learning media⁴⁶. This result is consistent with the study conducted by Wijayanto, which showed an improvement in student learning outcomes after being given treatment through comic-based learning⁴⁷. Therefore, the use of comic strips as a learning media has a positive and significant influence on improving grammar understanding, especially in present and past tense concepts.

b. Paired Sample T-Test Results

The Paired Sample T-Test results show a highly significant improvement in the average pre-test and post-test scores of students after receiving treatment using comic strips (Table 4.6). This indicates that the use of comic strips significantly enhances students' grammar mastery. This result is consistent with the study conducted by Ahsana and Utomo, which concluded that the use of comic strips significantly improves grammar understanding⁴⁸.

c. One Sample T-Test Results

⁴⁶ Dian Rakhmawati, "THE EFFECTIVENESS OF ENGLISH COMIC IN TEACHING GRAMMAR (PRESENT AND PAST TENSE)," *Jurnal Smart* 4, No. 1 (January 30, 2018), <https://doi.org/10.52657/Js.V4i1.574>.

⁴⁷ Catur Sunu Wijayanto, Fitria Iswari, And Dian Handayani, "Designing Of Comic Strip As Learning Media In Future Tense Material," *Cultural Syndrome* 2, No. 2 (December 24, 2020): 150–61, <https://doi.org/10.30998/Cs.V2i2.501>.

⁴⁸ Finaty Ahsanah And Dias Tiara Putri Utomo, "The Use Of Digital Comic In Developing Student's English Competence," *IDEAS: Journal On English Language Teaching And Learning, Linguistics And Literature* 8, No. 2 (December 10, 2020): 373–83, <https://doi.org/10.24256/Ideas.V8i2.1660>.

The analysis using the one sample t-test shows that the average post-test scores of students after receiving treatment exceed the minimum competency criteria (KKM) of 70. This indicates that the use of comic strips enables students to reach the set competency standard.

d. N-Gain Test Results

Based on the N-Gain test results, the improvement observed in students ranges from 0.25 to 0.88, with an average of 0.54 or medium. This indicates a generally good enough in students' grammar mastery improvement after being given treatment with comic strips.

In conclusion, the use of comic strips is generally effective in enhancing grammar understanding, especially in tenses concepts among students⁴⁹. This is consistent with the theory stating that the use of visual media can reinforce the learning process. Illustrations in the form of images and dialogue in comic strips help students understand concepts concretely and interactively.

3. Comic Strips Media

a. Present Tense



⁴⁹ Eka Anastasia Wijaya Et Al., "Comic Strips for Language Teaching: The Benefits and Challenges According To Recent Research," *ETERNAL (English, Teaching, Learning, And Research Journal)* 7, No. 1 (June 30, 2021): 230–48, <https://doi.org/10.24252/Eternal.V71.2021.A16>.

Figure 4.1. Present Tense – Daily Routine

From figure 4.1, there are 4 panels of comic strips depicting the daily routine or activities of a girl. In the first panel, it shows that she brushes her teeth when she wakes up. The second panel shows her studying from 5 p.m. to 7 p.m. every day. In the third panel, it shows her watching online videos in the evening, and in the fourth panel, it shows her playing tennis on the weekend.

In each panel of the comic strip, there is dialogue, all of which are in the present tense. In the first panel, there is the dialogue "I brush my teeth when I wake up," in the second panel, there is also the dialogue "I study from 5 p.m. to 7 p.m. every day," in the third panel, there is the dialogue "I watch videos online in the evening," and the last panel, there is the dialogue "I play tennis at the weekend".

All of these dialogues fall into the present tense not only because they use verb 1 but also because they follow the present tense formula, Subject + Verb 1 + Object. Students are expected to understand the concept of present tense by referring to the dialogues in the comic.

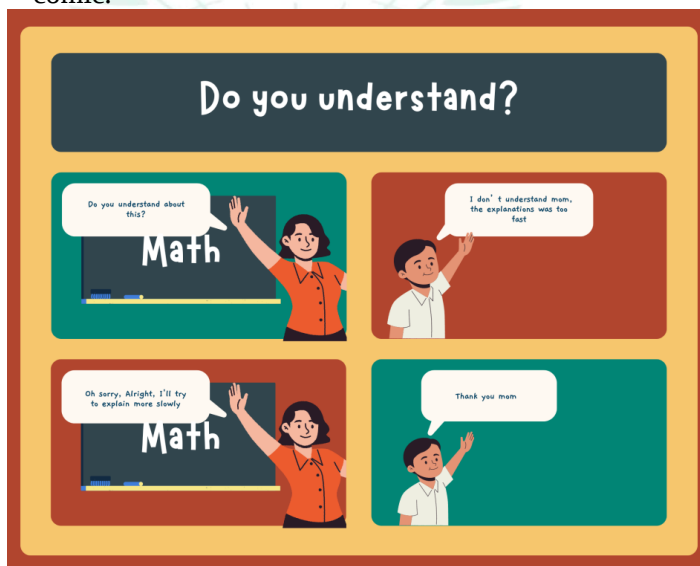


Figure 4.2. Present Tense-Do you understand?

In this comic strip, there is a conversation between a teacher and a student. The teacher asks the

student if they understand math, and the student doesn't fully understand because the teacher's explanation was too fast or not clear enough. Therefore, the teacher repeats the explanation more slowly so that the student can better understand the lesson being taught.

In the comic, there is an interrogative sentence spoken by the teacher, "Do you understand this?" which follows the formula of interrogative simple present tense, Do/Does + S + V. There is also a negative sentence spoken by the student, "I don't understand, mom" which follows the formula of negative present tense, S + do/does + not + V1. The comic strip above is used to teach the subject of present tense interrogative and negative to students, and by using this comic as an illustration, it is hoped that students will find it easier to understand this topic.

b. Past Tense



Figure 4.3. Past Tense – Where do you go on holiday?

The comic depicts an interaction between a teacher and students. The teacher asks the students "Where did you go on holiday?". This question is formed in the past tense, inquiring about places visited by students during previous holidays.

One student responds "I went to Bali". This uses the past tense verb form "went" to indicate that the trip was in the past. Another student answers "We flew to Japan" while another says "I stayed at home". These sentences respectively use the past tense "flew" and simple past form of "stay" followed by a place to talk about past holidays.



Figure 4.4. Past Tense – Had You Study?

The attached image depicts a comic strip portraying a conversation between a man and a woman. The man is seen wearing a tie while the woman is holding a handbag.

Based on the dialogue used, it appears that the man is asking the woman "You didn't study last night, did you?". The sentence structure used by the man is a negative form of a statement ('You didn't study') complemented with a question word 'did you' to question the woman's answer.

The woman then replies with the sentence "No, I didn't. How did you know?". This sentence uses the verb 'did' to indicate past time, showing that the woman did not study the previous night. The woman then asks back with the sentence 'How did you know?'.

4. Constraints and Limitations of Research

In this research on the effectiveness of comic strip towards students' grammar mastery (present and past tense) among eighth-grade students, the researcher encountered the following constraints and limitations:

- a. During the research phase at school, the researcher requires time to apply the media to students due to the limited time provided by the school, as it is nearing exams.
- b. Some students lack sufficient understanding of the English language to learn grammar materials, which necessitates the researcher to provide re-teaching on related grammar topics.
- c. Limitations in evaluating student work after using the media due to time constraints.

