# CHAPTER V

# CONCLUSION AND RECOMMENDATION

In this chapter, the conclusions and the implications are drawn. Some suggestions are given in the last part in this chapter.

## 5.1. Conclusions

Based on the interview from the students, they said that they are not really interest in learning English because teaching learning process in their classroom is not really in interesting way. And based on the result of need analysis that is from students questionnaire, it was showed that the students desired learning writing to help them develop their idea into the paragraph. Because most them are difficult to state their idea into the paragraph. The students have enough vocabulary and they have an idea but they can develop their idea into written form. The students also desire learning writing with a new media that they want. And they are want to learn about English by using the part of their major, that is something related to their major in the school. Meanwhile, the result of interview with the English teacher showed that teaching English in SMK NU Gresik just as an introduction, and not really emphasized. The teacher just utilize the media such a white board, Eglish book and sometimes the paper from the internet to teach English. The researcher did not find more writing material in the text book that consist of students desire. The researcher also created activities that can make students easier to develop their idea into paragraph.

Form those reason, researcher decided to develop the media from macromedia dreamweaver which consist of 5 topics. It consists of 5 text, there were descriptive text, recount text, procedure text, announcement text , and

narrative text. The activities guide by ART method that can help the students to develop their idea into written form. There were two experts to assess the product which were an English teacher and an multimedia teacher. The English teacher assessed the material with the score was 79% that identified in very good category and the Multimedia teacher assessed the media with the score was 77% that identified in good category. While, the result of the students' responserelated tothe productshowed thetotal scorewas 81%and it meant that the students agree with  interractive multimedia to beused in learning process. And based on the interview to students after try out in the last meeting, almost of them are felt helped with the interactive media that developed by the researcher. They said that by using multimedia and guidance of ART method they can easier develop their idea to arrange a paragraph. And also they get some new vocabulary from the learning activities.

**5.2 Implications**

Based on the findings, the results of the evaluation by the material expert and media expert shows that all aspects of the interactive multimedia for teaching writing in second grade students of Multimedia class in SMK Nu Trate. It implies that the interactive multimedia is appropriate and feasible to be implemented in the writing teaching and learning process for the second grade in the first semester.

**5.3. Suggestions**

Related to the conclusions and the implication above, there are some suggestions for the English Teacher, the second grade students and the further interactive multimedia researcher.

### 5.3.1. For the English Teacher

Since there are many learning sources, the English teacher should optimize the use of interactive multimedia as one of the learning sources which has not been maximized yet in the English teaching and learning process. Before using this program, English teachers should understand how to operate the interactive multimedia since the students still need guidance to operate.

### 5.3.2 For the Second  Grade Students of Multimedia Class

The second grade student, especially need to understand how to operate the program. They are also expected to be familiar with interactive multimedia, because as most of the activities in this product are interactive.

### 5.3.3 For the Further Interactive Multimedia Researcher

a) The further researcher should design interactive multimedia for the other skills of English subject materials as there are few researchers that develop interactive multimedia for this skill.

b) If the researcher do not have good skills in developing interactive multimedia, it is good to collaborate with the expert interactive multimedia because it is time consuming.

c) The next researcher should design interactive multimedia more interactive by connecting the interactive multimedia onlinemedia.