CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents about conclusion and recommendation. The conclusion tells about the result of this research which have discussed in the previous chapter. Meanwhile, the recommendation tells about the development of English reading material for adolescence learners.

5.1 Conclusion

From the problem statement posed at the beginning of the study, it is now possible to state that the product is developed based on the need analysis that have done by the researcher previously. Yet, the researcher look at the syllabus as the guideline in developing this product. Because the students at eight grade like digital-visual in learning English especially reading comprehension text. So that, the researcher made the product by combining some different character player, sounds, and exercise. The exercise is covering multiple choice question.

In developing adventure edu game in English based role play gaming as learning media, it through four stages of developing process; analysis, design, develop, implementation and test learning media. In analysis stages it has a case that student in teaching learning process at eight class of SMP Islamic Qon Manyar still hard to understand meaning of the text and memorize point of the text when they are reading the text especially if the text has more than one sentences. After analyzing the point of media based on standard of competences that "*Traveling and Holidays* and *Places and Buildings* ". In the first design the

researcher makes storyboard in order to make it easier when implementing design plan. In implementation plan translation to the actual design the researcher use a program that called as RPG VX Ace. For the last stages or testing the game the researcher ask and consult to the expert to navigate also verification contain of the game. In the result of expert validation showed the product already good enough and applicable as teaching media in the class. However, there were some comment from the expert such as emulator, visual appearance, and time limit.

The researcher divided the material into two topics. There are *Traveling and Holidays* and *Places and Buildings*. In creating this product, the researcher takes references from student textbook. Then, when the researcher conducts try out to the students at eight grade of SMP Islamic Qon Manyar. The result of try out of the product showed that all students become more attractive in learn English reading text any time, in the terms of appearance, content and operating the product. In addition, the researcher had gave questionnaire to the students about this product. Most of them were happy and interesting when tried this media.

However, When this product is use as the supporting media to learn English reading comprehension in classroom, there still has some weaknesses that arise such as; when in the middle of teaching and learning activities, if the student use their Laptop in the class it can makes them operate their phone freely if the teacher did not control the student activity when they open their mobile devices in the class. About the possibility of this kind occur, it will be better if their phone only can turned on or operated when the teacher command the student to operate it or turned their phone in to air plane mode.

As the researcher states in the previously chapter that this product comes with Executable format with emulator provided. It means that the students not only can run this product on their computer or laptop but also from their mobile devices especially for android operating system.

5.2 Recommendation

In introducing English reading text, most of the teachers preferred to write some English text on the whiteboard and asked them to read aloud, then copied it, or sometimes, the teacher showed some English vocabularies which already existed in their textbook. The problem was most of adolescence learners did not obey the teacher's commended, and they were enjoyed to play with their devices. Meanwhile, today most of their time were spent to play with their digital media technology rather than learn English reading comprehension.

Educational game development process of English reading comprehension in English-based Role Play Gaming as a medium of learning through four stages of development: analysis, design, development, implementation, and testing of instructional media. At this stage of problem analysis found that the score of student in the grade eight at SMP Islamic Qon Manyar on learning English does not achieve the goal of learning, and students' still difficult to reading sentences in the text that has been provided, further analysis of media content based on competency standards. The preliminary design stage used storyboards to facilitate the implementation of design planning, the implementation phase of the translation of the draft into the actual design used VX Ace RPG program. The last

stage is the testing done by an expert or experts to examine jugement navigation and content material educational game animal.

The researcher also doing try out of the product to the student at eight grade in SMP Islamic Qon Manyar. The researcher takes five student for try out his product because of the limited time. In the end of try out, the researcher give those five student questionnaire in order to take the data whether the product being tested is feasible or not. The result of the questionnaire shows that student feel enjoy the game and attractive to play the product.

Based on the result above, the researcher provided recommendation to the English teacher and students if this product was suitable for the adolescence learners aged 13-18 years old or categorized as the students of eight grade.

First, for the teacher, this product could be used as a supporting learning media for the adolescence learners when they learned English reading comprehension except from their worksheet and textbook. Second, for the students, It would be interested learning English reading media, they were still could play with their beloved digital media technology while they were learning English reading comprehension also adding some vocabulary while reading the text that existed in the game. So that, it could increase their motivation to learn English, especially English reading comprehension. In addition, the researcher also gave advice to other researchers, in order to develop this product with other skills may be more complex which included fourth English language skills into classroom action research to determine the effects of the implementation of the product.