

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

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

5.1. Conclusions

The aims of this study were to develop a suitable interactive learning multimedia for teaching writing descriptive texts for the eleventh grade of Muhamadiyah senior high school 1 Gresik and to find out the appropriate characteristics of the developed interactive learning multimedia. The interactive multimedia was developed by adapting some phases of multimedia development proposed by Lee and Owens. There were basically five major phases including needs assessment or analysis, design, development, implementation and evaluation. However, the implementation phase was not included in this study because the new policy of Muhammadiyah Gresik university.

A suitable interactive multimedia for teaching writing descriptive texts for the eleventh grade of Muhamadiyah senior high school 1 Gresik consist of three parts. They are *Start* page, *Home* page and *Main* page. In the *Start* page, there is a button to enter the program. The *Home* page consists of four menus namely *Topic*, *About the Program*, *About the Author* and *References*. There are three units in the *Topics* page. Then *Main* page of each unit consists of five menus: *Indicator*, *Let's Get Started*, *Let's Study*, *activity*, *Let's Write* and *Evaluating*. The students can find the objective learning of the unit in the *Indicator* page. The *Let's Get Started* page provides activities which aim at activating students' background knowledge and enriching students' vocabulary. In the *Let's Study* page, the students learn the

model text, the generic structures and language features of descriptive texts. The *Activity* page provides some exercises, the *Let's Write* page provides free writing activities while *Evaluate* page provides a rubric for the teacher to evaluate the students writing product.

Regarding the appropriate characteristics of an interactive multimedia for teaching writing descriptive texts for the eleventh grade of Muhamadiyah senior high school 1 Gresik, there are five elements that must be taken into the product. They are text, audio, graphics, animation and video. Related to the text, the design of the interactive multimedia uses the proper fonts in terms of its size and style so that the text can be read easily. The color composition of the texts and the background must also be appropriate. Then, the audio is used as sound effect to reinforce the information and background music to stimulate the students and to add effects to the presentation. Related to graphics, the picture must be placed effectively and the size must be appropriate. Meanwhile, in terms of animation, it must be motivates and get attention for students. Finally, related to the video, the design must use good quality video in FLV format.

The revised interactive multimedia becomes the final product of this study. However, some improvement is still needed to make the program more interactive and to optimize the writing teaching and learning process.

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 descriptive texts for the eleventh grade of Muhammadiyah senior high school 1 Gresik has met good characteristics. It implies that the interactive multimedia is

appropriate and feasible to be implemented in the writing teaching and learning process for the Eleventh grade students in the second semester.

5.3. Suggestions

Related to the conclusions and the implication above, there are some suggestions for the English Teacher, the eleventh 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 Eleventh Grade Students

The eleventh 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 writing 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 online media.