

CHAPTER V

CONCLUSION AND RECOMMENDATION

The last chapter of study is conclusion and recommendation. This chapter presents some conclusion as well as some recommendation the result of the study in the previous chapter.

5.1 Conclusion

Based on the findings, research conclusion can be drawn as follows.

5.1.1. The Learning Needs and Target Needs

Based on the research findings, which are gotten from need analysis, the students needed the input of the materials to be as follows.

- a. The students' need topic in the learning materials is about Short functional text (Invitation, Announcement, and Advertisement), Descriptive text, and Recount text.
- b. Types of text are paragraph/story, article, advertisement, letter, announcement, and descriptive text.
- c. The students chose activities; individual, pair, and group activity.
- d. The exercises that students chose are reading comprehension, comprehending text/paragraph, understanding the main of whole text then answer the questions, and translate into English.
- e. The use of the digital flipping book, the students chose in individual, pair, and group.
- f. The installations that students' chose are in smartphone, laptop, PC/Computer.

The application that the researcher developed is well operated. This is shown in the result of students' response. The program that has been developed by previous researcher is not a priority in the primary schools in Canada, particularly as many of the authorized materials on current lists are out-dated and unavailable. In this study, the researcher developed digital flipping book using commercial software; CorelDraw X4, Adobe Illustrator CS3 and Adobe Flash CS6. The previous researcher concluded that; first, the out-dated lists contain programs that are not tools for the meaningful integration of computer technology into instruction. Second, the majority of the programs are no instructions; they do not track student progress, provide feedback, or adapt to suit student needs, thereby limiting their usefulness as educational tools. Digital flipping book was developed from the students' need and has feedback to students. This application has materials and exercises also assessment rubric. Students can do all exercises in the digital flipping book; input text, multiple choices, true and false, and reading comprehension. They can assess their friend's tasks according to the assessment rubric there. The interesting side of this digital flipping book that students can hear the music while they are operating this application in the learning process.

5.1.2. The Appropriate Reading and Writing Materials for the Students

This digital flipping book developed based on Project Based Learning approach. The materials consist of 3 chapters. Each chapter has the components; title, materials of every chapter, activity1, activity 2, activity 3 and activity 4.

The titles of every chapter in the digital flipping book are using uncommon words and definitions. Those make unguessably materials. For the

materials in every chapter are different. In chapter 1 is “Logophile”; Invitation, Announcement and Advertisement. Chapter 2 is “Puissant”; Descriptive text and in chapter 3 is “Agraphia”; Recount text. For the activities; in the first activity, students have given exercises that must be work in a group. In the second activity, students have given exercises that must be worked in pair. In the third activity, students have given exercises that must be done individually. For the last activity, the researcher designs it according to Project-based Learning (PBL) approach which has six steps; Essential question, Plan, Schedule, Monitor, Assess, and Evaluate.

In Essential question step, students are asked by questions according to the material then they are asked to do that exercise individually. In Plan step, Students are asked to make a draft of that exercise above in detail. The next step, schedule; teacher makes a schedule for students what must students done in every minute. The following step is monitoring, teacher monitors how students do that exercise individually, but they are gathered in a group. For Assess step, students present their work in a group and his/her friends in that group will give assess about his/her works by looking the rubric. The last step is evaluate, teacher asks students to stay with that group and make an evaluation about the exercise before and from that evaluation; students are asked to make a new project which better than before.

From the data of the computation indicated that the expert really agreed with the developed integrated material of reading and writing. According to the expert assessment, the researcher found some additional to digital flipping book for eight grades. First, the achievement of students’ reading and writing activity

was still low. Second, there are any content which Adobe Flash CS6 cannot give content well.

5.2 Recommendation

The main aim of this research study is to develop material integrated in reading and writing using multimedia application for eight grade students of SMPN 4 Gresik. There are some suggestions for the further researcher of the same or different of skills, approach, application and school.

The suggestions can be addressed to the other researcher and English teacher as follows:

1. To the other researcher: They should have a deeper understanding about project based learning approach and create materials which are more interesting with the exercises, setting, and activities that correspond to the students' need and the students' profile also they should give more materials in reading.
2. To the English teacher: Because the teacher only provides suitable materials, the English teachers should have a creativity and innovation in combing the materials in the learning materials with the teaching and learning process in the classroom. Also, the English teacher should have other learning application program to make students interest in learning inside or outside the class.