CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter presents about the conclusion, and recommendation of the research.

5.1 Conclusion

Based on the findings, the research conclusions can be summarized as follows.

5.1.1. The Learning Needs and Target Needs

According to the research finding, the needs analysis is divided into two aspects which are target needs and learning needs. Those aspects are explained as follows:

a. Target Needs

It can be concluded that 10th grade students in SMA YPI Darussalam learn English to continue their study in higher level. While the students learn listening is to respond the English monolog text such as transactional and interpersonal conversation, short functional and simple monolog text. They thought that learning listening is very important. But the students have difficulties in understanding the content or information from the audio; it is because they faced many difficult vocabularies.

b. Learning Needs

It found that the students want to study about greeting, introducing, leave taking, showing sympathy, showing happiness, procedure text, and narrative text in interactive multimedia for listening. They want the materials presented in the form of monolog and dialogue accompanied by the picture

with less than 3 minutes length audio. During the listening process, the students prefer their role is doing the task that given by the teacher; meanwhile the teacher's role is as the facilitator and mediator for the students.

In terms of activities, for pre-listening activities, the students prefer to analyze the picture, listen and repeat the pronunciation, find the vocabulary. While for the whilst listening, the students want the activities such as Listen and fill the blank dialogue/ text, short answer, true false question, multiple choice. And for post activity, the students want the activities such as Listen and conclude/ summarize the content from the audio, answer questions/ complete the statements. In doing the task, they prefer to do the task individually.

In terms of multimedia design, the students want the layout use the combination between picture and color. They also prefer to include the picture and key answer in the interactive multimedia. The students thought that sometimes the interactive multimedia need a back sound . The students said that the navigation in interactive multimedia should be easy and use simple system.

5.1.2   Characteristic of Appropriate Interactive Listening Multimedia

Base on the research finding, it can be conclude that there are seven features affect the appropriateness of interactive multimedia, they are; content, language, presentation, screen appearance, multimedia elements, navigation button, and feedback.

a. Content

It discovered that the appropriate materials should be based on the standard competence and the basic competence. The materials also appropriate with learning goal and students' need.

b. Language

The language that used in the interactive multimedia should be suitable with the students' condition. The appropriate vocabularies and good grammar are needed in providing the materials.

c. Presentation

In term of presentation, in interactive multimedia for listening, the activities should be suitable with the listening activities. The varied listening activities also needed. The activity should be arranged from the easiest to the most difficult and facilitate students in learning independently.

d. Screen appearance

It found that the screen appearance in interactive multimedia should be good and consistently arranged. In this interactive multimedia, the resolution, display, and design are good and interesting. The placement of the multimedia elements is good. The size and color of the text is clear, thus the text is readable. The text placement and space is good arranged.

e. Multimedia elements

The elements of multimedia should be appropriated with the topic. In this interactive multimedia, the audio is clear and related with the topic. The picture and video that used is related and support the topic. The placement of the backsound is appropriate.

f. Navigation button

The navigation button should be good operated. In this interactive multimedia, the navigation audio can be played, paused, and stopped well. The navigation button is operated well and placed consistently in every slide. The symbol that used in the button is clear and suit with the buttons' funtion.

g. Feedback

The interactive multimedia should have good feedback, thus the students can measure and evaluate their progress in learning. The feedback should appear immediately after the user answer the questions.

5.1.3 The Evaluation of The Interactive Multimedia for listening Materials

Based on the evaluation from the materials and the media expert, it can be concluded that the interactive multimedia for listening materials was appropriate to be implemented in the teaching learning process for 10th grade students in SMA YPI Darussalam. It shows that the mean score based on the content appropriateness was 3.48, it categorized very good. For the media appropriateness, the mean score was 3.6, it categorized very good. The overall mean was 3, 54 which categorized to very good category.

5.2 Recommendation

The purpose of this study is to develop Interactive Multimedia for listening materials of tenth grade students in SMA YPI Darussalam Cerme. Based on the research finding, there are some suggestions proposed for the English teacher and the next researcher. The suggestions can be explained as follows:

To the English teacher: in providing the listening materials for the students, the English teacher should be creative in developing the materials. One of the ways is by combining the materials with the technology. In this case the teacher can developed   interactive multimedia using Lectora Inspire. By this program, teacher can create effective and interesting teaching and learning media, because they can integrate varied multimedia elements into one program. It also can improve students' motivation in learning listening.

To the other researcher: In developing interactive multimedia, the other researcher should consider the content and the design of the multimedia. The content should be suitable and appropriate with the basic competence and the students' need. The activities should be varied. And the design should be interesting thus the students can be motivated in learning English. In using Lectora Inspire, the next researcher/user should be patient because when conducting the questions or test, the user should create it one by one and still need to arrange the position properly. For the next study, the other researcher can develop interactive multimedia using Lectora Inspire for the other skills such as speaking, reading, and writing.