# CHAPTER V

## CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of this study. Some conclusion and suggestions are summarized in below.

### 5.1 Conclusion

The result of this development was Longtion Autorun. The researcher has passed some steps in developing interactive reading material; Need Analysis, the result of interview, the development of multimedia CD-ROM, the result of expert validation, the result of development, the result of try out, the revision, and the final product. The result of need analysis shows that actually majority of the students have a good enough reading ability on learning English subject. They were also interested in joining reading class but sometimes they were become less in concentration when the media was not interesting and the material was difficult to understood. They were usually reading to the English novel and watched the English movie to improve their reading skill. They liked story book and game in learning English. They usually used a handbook as the media in learning English. They were preferred to choose using learning media that can guide them to learn reading more fun.

Based on the result of need analysis above, the researcher began to develop the product. The researcher also look at the syllabus as the guide in developed the product. Because the students like story book and game in learning English, especially in reading, so the researcher made the product by the combination of pictures, reading's story, and games. The game was covering crossword puzzle exercise, fill in the blanks exercise and jumble sentence exercise. The

researcher divided the material become three Units, which consisted of Unit 1; recount text, Unit 2; narrative text, Unit 3; procedure text. The researcher downloaded the material from the network that related to each topic. For the sounds, the researcher make and downloaded it from Google translate, and for the picture the researcher downloaded from any sources on the network. This product can use in everywhere because it was portable, it can be copied in CD or USB stick. The teacher or the students only need laptop and speaker to use this product.

Next step was expert validation. There were four components which were used for evaluation; attractiveness, mechanics, content, and originality. The result shows that the researcher should change the front's color because it does not contrast with the background page. Then, corrected some grammatical error on this product. The last is researcher should develop this material deeper than before.

Then, the researcher has to try out the product to students of the tenth grade of SMK NU Gresik. The result shows that they were very happy, for the appearance, they were also interesting with the design, for the exercise some students were very interesting with the exercise. But some other still confused because it was something new for them, and to operate the computer, they're good in it. Based on the student's answer on the last questionnaire that the teacher conduct, the students was interested to the material that the researcher developed, and feel satisfied because it covered all their need to learn reading skill on teaching and learning English subject. It is indicated that the product was good and appropriate used to the students.

In addition, the researcher has asked a little bit about this product to the eleventh of them. Most of them were happy and interesting while trying this media. That would be the new and fun thing for them in learning reading skill of English subject. In revision, the researcher still has to revise the product more so that this product could be used by 10th grade students of SMK NU

Gresik after having revision; the final product is ready to be applied to them. In conclusion, learning reading subject using Longtion Autorun application could be applied on the 10$^{th}$ grade of SMK NU Gresik.

**5.2 Recommendation**

In teaching reading subject, in the class, the teacher usually uses the handbook and then asks the students about the material that they were read. However, it still has a problem. The problem is that the students can easily get bored in joining reading class.

From the result above, the researcher may give some recommendations to the teacher and the next researcher that this product could be applied especially for the 10$^{th}$ grade students of senior high school. It still could be used to other levels of learners who are interested. This product is quite easy in operation because this product is in the form of CD. It also can be copied on a USB stick so that the operator just needs to insert on the CD-Room or USB stick. For the teacher, this product perhaps could help in combining the way of teaching English with other new ways. It also perhaps could make the students be motivated in learning English. Then, the researcher hope that the teacher or the principal to take a move to DIKNAS for creating the new curriculum which appropriate for vocational student who have the specific need based on their field of study. For the next researcher, due to the different subject and more completed in four skills (reading, speaking, listening, and writing) and be able to develop this product into classroom action research to find out the effects of implementing product in reading subject.

The researcher also give suggestion for the user, you should be careful in designing of this product because there is no undo and redo option in this product, so you cannot turn back your design like before if you make a mistakes. You should make a draft on your paper as product as you wants to be, you should make a note what should you do, and what you should

put on your design. You should gathering the material first, such as material thought, pictures, songs or audio, movie or video, before you design your product. It can avoid you from the mistakes in designing the product.