CHAPTER V

CONCLUSION AND SUGGESTION

This section is the last part of the chapter that consists of the conclusion and suggestion, as follows:

5.1 Conclusion

After discussing the results of the research in the previous chapter, the researcher concluded that:

1. The learning process in the classroom has been going well. It could be seen by the teacher did the learning process for reading comprehension of procedure text through Scratch program well even though there are several obstacles looked by teacher and students. Besides that, the classroom situation in learning reading comprehension of procedure text through Scratch program including students are more active, creative, confident, and more conducive.

2. Based on the findings and discussion, the researcher concluded that an English teacher for eighth-grade students of SMP Bina Bersaudara Medan used Scratch program as a learning media based on the learning objectives was achieved, including teaching reading comprehension of procedure text. The teacher believes that Scratch program is part of technology and it's appropriate as an interesting media in teaching students, particularly reading comprehension of procedure text. In addition, Scratch program can motivate students to create the projects. The teacher thought that it

would be easier to teach English material to students through a Scratch program.

3. Then, students also gave good and positive perceptions in learning comprehension of procedure text through Scratch program. Students stated that the learning process for reading comprehension of procedure text through Scratch program was good. Moreover, students also thought that learning reading comprehension of procedure text through Scratch program had many advantages, such as making learning more interesting, motivating students to be more creative, active, confident, and the material was easier to understand. Of course, it could improve students' reading comprehension skills especially in procedure text. Moreover, they were interested to use Scratch program outside of English lessons. In addition, students stated that learning English through Scratch program provided new knowledge both in learning English and knowledge in programming for a project. It means that the Scratch program is successful and it is appropriate for use in learning English, particularly in learning reading comprehension of procedure text.

5.2 Suggestion

Based on the conclusions above, the researcher would like to give some suggestions as follows:

a. For teachers

Teachers are expected to be more creative in facilitating or teaching students with media in learning English, specifically in achieving students'

reading comprehension skills. In addition, teachers are also recommended to always be updated with the use of modern technology in teaching and learning English. In order to increase students' interest and meet students' needs for 21st-century learning.

b. For students

Students are expected to know the importance of learning English, particularly in reading comprehension. Students ought to have more time to practice reading, and pay more attention to what the teacher explains about the learning material. Moreover, students are recommended to practice using technology such as computers and media in the context of learning.

c. For the next researcher

This research is expected to provide benefits for other researchers as a reference or inspiration to conduct further research in learning reading comprehension, especially to increase students' interest and meet students' needs for 21st-century learning.