

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents about conclusion and suggestion on the basis of the research finding and discussion presented in the previous chapter.

5.1 Conclusion

After conducting the research, it can be concluded that speaking media in teaching descriptive text through Scratch Program engaged the students to be active in the class. The media attracted the students' attention and reduced their boredom in learning English.

This research was conducted using the stages of research and development (R&D) by Borg and Gall model (2003) which is simplified into six stages or procedures by Puslitjaknov (2008). This research was conducted to know how to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan. Speaking media in teaching descriptive text through Scratch were developed with six procedures, they are: Gathering data and information, Analyzing the data, Designing media, Validating by the expert, Revising media, Final product. The media were developed based on the result of needs analysis from the questionnaire which includes target needs and learning needs.

The researcher administered questionnaires of validation to the validators. The first validator was an English lecturer from Universitas Negeri Medan – Prof. Dr. Sumarsih, M.Pd, and the second validator was an English teacher from SMPN 27 Medan – Susi Lamtiar Panggabean, SS. This media were validated to know if the media has been appropriate or not. From the validation, this media got the average score of validation is 95,19% and it is categorized as excellent. The media were appropriate to be used by seventh grade students at SMPN 27 Medan and suitable with their needs to make them more attract in studying descriptive text. It can be concluded that speaking media in teaching descriptive text gave many benefits for the students, such as attract the students' attention and reduce their boredom in learning speaking especially in speaking descriptive text.

5.2 Suggestion

There are some suggestions from the researcher as stated below:

1. For the teacher: Based on the result of this study, speaking media in teaching descriptive text can be a media for classroom learning activities, especially in speaking skills. Scratch Program can be a tool for designing media that can be used in the teaching learning process. The teacher can download Scratch Program and create their own media through Scratch Program. The teacher can use the media through Scratch Program in delivering the material, as well as help students in subjects that they consider difficult.
2. For the students: The students are expected to use this speaking media in teaching descriptive text through Scratch Program that can attract the students' attention and reduce their boredom in learning English. Speaking media through Scratch Program can increase students' learning motivation. So, students got ideas in speaking descriptive text.
3. For the other Researchers: The other researchers are expected to conduct research to test this speaking media in teaching descriptive text through Scratch Program using an action research approach to check its effectiveness in the teaching-learning process. This media can be an example for other researchers in developing speaking media.