

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the webtoon media development research on narrative text material, it can be concluded that:

1. The existing media used for teaching narrative text in class XI MIPA 1 SMA Eria Medan is Webtoon media, but it was discovered that its use was ineffective. There is still a shortage of students who have not been able to form narrative texts despite their interest in the stories in the webtoon, the use of tenses is still a mess because the language in the webtoon is not an academic language, and the students' learning patterns are not optimal, a shortage in the availability of student devices to access the webtoon causing students to become passive in teaching and learning activities. So the researcher decided to improve the quality of using media and teaching narrative text.
2. This development research using ADDIE model. The first step is analysis, in this step researcher focus on analyzing the using of webtoon in class IX MIPA 1. The second step is develop material, in this step produces a product in the form of learning media in the form of a webtoon using a student's chosen story, namely True Beauty in which there is integration of narrative text material. The third step is development of Webtoon, in this step the researcher give questionnaire to validators towards Webtoon. The fourth step is implementation, in this step the teacher directs students to get

involved in a Forum Group Discussion (FGD) and discuss narrative text material that is directly related to the chosen story, and explains in greater detail how the form of narrative text, particularly the use of tenses in narrative text, differs from the tenses in the webtoon, so that students understand how to use appropriate tenses in writing narrative text. There are also narrative text points in the story which consist of text structure and important elements. The last step is evaluation the researcher used formative evaluation, this evaluation is carried out at every other step to see the success of development during the process.

B. Suggestion

Based on the findings, the researcher suggest teacher and students to choose what stories students are interested in and lead them to their learning needs so that students are more engaged. In addition to selecting stories that are appropriate both linguistically and visually, so that students can easily refine their vocabulary and more easily use tenses into a system that is simpler but still complex.

It is also suggested that students do not learn by using this media alone, because there are still many media gaps that students must fill to support learning activities. Because there is a shortage in the availability of student devices, making groups will be much more effective but the teacher still directs their activities Forming groups will increase student enthusiasm and allow them to exchange ideas with others, those who know will tell, and those who don't will learn.