

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After collecting and analyzing the data, the conclusion of the research can be said that the developed reading materials had fulfilled students' needs for varied reading sources by not being separated from the basic competencies in the syllabus and curriculum 2013 and based on the analysis of student needs. The study of student needs was conducted on February 6th, 2023, at SMP Swasta Nasrani 1 Medan, with 32 students in grade nine. After that, the product of teaching materials was validated by two experts to see if there were things that needed to be improved so that researchers could make improvements. The validation results were obtained with a score of 93.5% from both experts; with this it can be categorized that the development of teaching materials for reading is "Very Good." This category indicates that students can use the teaching materials as teaching materials in the learning process of reading narrative texts for grade nine at SMP Swasta Nasrani 1 Medan.

Based on the previously mentioned data, it was concluded that the reading material based on North Sumatra's local culture could be recommended for reading narrative text.

## **B. Suggestions**

In relation to the conclusion, the following suggestions must be considered in conducting the related research. For teachers, it is possible to approach students about culture in advance to encourage awareness and respect for local culture. Incorporating interactive activities such as discussions, group projects, and presentations can encourage students to get closer to the elements of local culture. Hence, students can achieve integrated learning goals between language and cultural exploration that can make reading materials an impactful experience. As for suggestions for future developers, they can develop renewable reading materials. In this case, it can refer to the things that reflect changes in local culture that can be integrated into reading materials. Also, it is recommended that the Minister of Education consider integrating local content into textbooks. This approach aims to enhance the educational experience, foster a sense of cultural identity, and promote a deeper understanding of the local community. By incorporating local history, traditions, and examples, students can better relate to the curriculum, leading to increased engagement and a stronger connection with their surroundings. This suggestion can significantly contribute to the holistic development of students while fostering. Finally, ensuring the reading materials are suitable for various students' preferences and backgrounds is also important.