

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the study, it can be concluded that the development of an e-module for teaching Narrative Text successfully answered the research objective, namely developing learning materials based on students' learning needs and the principles of the Merdeka Curriculum for tenth-grade students at SMA Gajah Mada Medan. The needs analysis showed that students needed to understand the social function, generic structure, language features, and vocabulary of Narrative Text, but they still faced difficulties in vocabulary mastery, the use of past tense, and organizing ideas in writing. In addition, students preferred digital, interactive, and flexible learning materials that could support independent learning. Based on these findings, an e-module integrating the Genre-Based Approach and multimedia elements was developed using the Heyzine Flipbook platform. The developed product was then validated by two experts and obtained an average score of 98.57%, which was categorized as very good, indicating that the e-module is highly feasible and appropriate for teaching Narrative Text. Therefore, the developed e-module is considered capable of supporting students' comprehension, writing ability, and independent learning in accordance with the Merdeka Curriculum.

5.2 Suggestions

Based on the findings of this study, several suggestions are proposed for students, teachers, and future researchers.

For students, it is suggested that they utilize the developed e-module as a learning resource to improve their understanding of Narrative Text and enhance their writing skills. Students are also encouraged to use the e-module independently, as it provides structured guidance and interactive tasks that support self-directed learning.

For teachers, it is recommended to not only use the developed e-module as an instructional material in the teaching and learning process to support students' understanding of narrative text and promote independent learning but also expected to be more responsive to students' learning needs by selecting appropriate materials and integrating digital-based resources into classroom activities. In addition, teachers are encouraged to optimize the interactive and multimedia features of the e-module to support students' digital literacy, active participation, and engagement in learning. The implementation of the e-module may also be combined with other instructional strategies, such as collaborative learning, project-based learning, or classroom discussions, to create more meaningful learning experiences and improve students' learning outcomes in accordance with the principles of the Merdeka Curriculum.

For future researchers, it is suggested to explore and develop instructional materials using other digital platforms besides Heyzine Flipbook in order to create

more innovative and interactive learning experiences. Future studies may utilize several digital platforms, such as:

a) Flipsnack

Flipsnack is a digital flipbook platform that allows users to create visually attractive and professional learning materials. This platform provides customizable templates, page-flipping effects, and multimedia integration such as videos, audio, hyperlinks, and images. In addition, Flipsnack supports collaborative editing and online publishing, making it suitable for interactive English learning materials (Flipsnack, n.d.).

b) Publuu

Publuu is an online digital publishing platform that offers realistic page-flipping e-books and interactive digital modules. This platform allows teachers and students to access learning materials easily through links or QR codes. Publuu also supports multimedia features, including videos, image galleries, hyperlinks, and analytics tools to monitor students' engagement with the materials (Publuu, n.d.).

c) Genially

Genially is an interactive content creation platform that supports the development of engaging and gamified learning materials. Through Genially, users can create interactive presentations, quizzes, animations, infographics, and digital storytelling activities. The platform also encourages active student participation by integrating interactive buttons, transitions, and collaborative learning features into instructional materials (Genially, n.d.).

In addition, future researchers are encouraged to investigate the effectiveness of different digital platforms in improving students' engagement, motivation, independent learning, creativity, and learning outcomes in English language learning.



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