CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

By analyzing the evaluation of existing learning media, the result shows that 80% of students are not satisfied with the media used by the teacher because it does not attract students' attention, 70% of students are not satisfied with the design and arrangement of the media used by the teacher, 50% are not satisfied with the linguistics figure on the media. After analyzing the evaluation of existing media, the second step is analyzing the student need; the result shows that 100% students strongly needed interesting learning media according to the learning topic, 85% students needed interesting learning media that can learn on their own and 75% students needed mastery of vocabulary related to learning media. The researcher concludes that students need learning media that are designed and designed as attractively as possible to be able to attract students' attention and to motivate them to learn. Also students need learning media with different methods from before wherewith this Media the material can be studied alone at home and also requires learning media. Who has a lot of vocabulary to increase his knowledge. In a situation where all learning must be done online, the media used by the teacher still does not attract the attention of students and increase theirinterest in learning. The learning process is not efficient for teachers and students. Many learning media can be developed; one of them is wheel spin. The researcher developed a wheel spin with data taken from observations,

gave evaluations and need analysis questionnaires to the students, interviewed with a teacher to identify needs analysis and gave questionnaires to validate the media. This study used the R&D stages proposed by Borg and Gall (2003) and modified by Dirgeyasa (2011) with the stages, need evaluation and analysis of the data, developing products, and validation by experts.

This Media was developed with interpersonal text material which as shown above on this wheel there are only 12 parts, and there is a needle as a number indicator when the wheel stops. The 12 sections contain interpersonal text sub-topic material. interpersonal text in the form of: 1) Expression of greeting, 2) expression of leave-taking, 3) expression of asking attention, 4) expression of accepting invitation, 5) expression of congratulation, 6) expression of compliment, 7) expression of introducing other, 8) expression of making invitation, 9) expression of refusing invitation, 10) expression of thanking, 11) expression of self intoduction, 12) expression of showing attention. The 12 sub-topics of interpersonal text contain generic structure, learning features and social functions, examples of video conversations according to the subtopics, and also some questions and answers. This wheel spin will continue to spin according to the time and the wheel spin needle shows a different number along with the material that has been determined on the number part of the wheel.

In conclusion, based on the validation and expert reviews, the Wheel Spin that was developed is feasible and suitable for learning Interpersonal texts for class VII. The final score, calculated from 5 aspects of validation,

Wheel Spin obtained an average of 90.5 from both experts. Because it is in the 'Excellent' range, it can be considered suitable for use because it attracts students' attention and increases their interest in learning.

B. Suggestions

After finishing the conclusions above, there is also a suggestion from this research, namely for teachers who become facilitators to use this Media as a teaching media to help students increase their interest in learning. Over time, teachers must adapt to technology and use it to develop and assist in teaching and learning to achieve an effective, efficient and exciting process. and For other researchers to use this research as a reference in developing other types of Media for all language skills (listening, reading, speaking and writing). Researchers also hope that other media will be developed.