CHAPTER V

CONCLUSION AND SUGGESTION

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

5.1 Conclusion

After conducting the research, it can be concluded that reading media in teaching narrative 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 research and development (R&D) stages with the (Borg, Gall and Gall, 2003) model simplified into six stages. This study was conducted by following six procedures of R & D, namely, (1) Gathering information and data, (2) Need Analysis, (3) Media Development, (4) validation to experts, (5) Revising Media, and (6) Final Product. The purpose of this study was to discover how to develop reading media in teaching narrative text to eighth grade students at SMPN 35 Medan using the Scratch Program. The media was developed based on the results of the needs analysis from the questionnaire, which included target needs and learning needs.

The researcher gave the validation questionnaire to the validator. The validator was an English lecturer from Medan State University, Dr. Isli Iriani Indiah Pane, S.Pd., M.Hum, and the second validator was an English teacher from SMPN 35 Medan, Tagor N. Siagian, S.Pd. This media were validated to find

out whether it was appropriate or not. There were 4 aspects in the experts' questionnaire, and the results were about Linguistic dimension aspect (93%), media dimension aspect (process) (94%), product and content dimension aspect (94%), and dimension of Face/Layout aspect (100%). The overall assessment is 95% Excellent, The media that was validated gained a 95% score, thus the assessment was excellent. In general, based on the validation score given by the validator, the media was appropriate to be used by the 32 students at SMPN 35 Medan.

The media is successfully developed and eligible to use as reading media for teaching narrative text at eighth grade students at SMPN 35 Medan. Based on the results of the teacher response sheet (95%) and student response sheet (95%), the reading media through Scratch Program is very practical to be used in the learning process. This media can also help students in learning English, especially reading and understanding narrative text. It can be concluded that reading media in teaching narrative text provides many benefits for students, such as attracting their attention and reducing their boredom in learning to read, especially in reading narrative text.

5.2 Suggestion

There are some suggestions from the researcher as stated below :

1) For Teachers: Teachers can use Scratch reading media to teach narrative text in class and create their own Scratch media in English learning. Teachers can use Scratch Program media in delivering materials.

2) For students: Students are expected to use this reading media in learning narrative text through Scratch Program which can attract their attention and reduce their boredom in learning English, especially in improving students' reading skills.

3) For Other Researchers: Other researchers are expected to utilise the Scratch Program in classroom learning, especially in English language learning. This reading media can be an example for other researchers in developing reading media.