

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Design and Development Research (DDR) was the method used to conduct this research, which aimed at developing new listening materials for seventh-grade students at UPT SMP Negeri 17 Medan. The R&D process followed six steps proposed by Borg and Gall (2003): Research and Information Gathering, Needs Analysis, Developing Preliminary Product, Expert Validation, Product Revision, and Final Product.

The needs analysis, conducted through a questionnaire distributed to 32 seventh-grade students, revealed that the students required engaging, technology-based listening materials that incorporate video content and interactive questions. The results showed that students strongly preferred video-based activities over audio-only materials, desired immediate feedback after completing activities, and favored colorful and visually attractive displays. The majority of students (71.88%) also indicated a preference for 5-10 questions per practice session, confirming the need for concise and focused learning activities. These findings confirmed the gap between the curriculum's listening expectations and the actual classroom practice, where listening activities were regularly skipped due to the unavailability of supporting audio materials.

These needs directly shaped the content and structure of the developed materials. Based on the needs analysis findings, the researcher developed 11

Educaplay Video Quiz activities covering topics from the Grade 7 English for Nusantara textbook, including Rooms and Household Furniture, Household Chores, Cleanliness Instructions, Sorting Waste, School Subjects and Class Schedules, Study Tips, Making Polite Requests, Habits and Study Habits, Crafting Recycled Materials, Time and Stating Time, and Adverbs of Frequency. Each activity was designed to align with the Merdeka Curriculum and was grounded in multimedia learning principles to ensure both pedagogical relevance and student engagement.

The developed materials were then validated by two experts: Dr. Rika, S.Pd., M.Hum., a lecturer from the English Education Study Program at Universitas Negeri Medan, and Musni Delfi, S.Ag., an English teacher at UPT SMP Negeri 17 Medan. The validation covered four aspects, all of which fell in the Very Good category. The Content Appropriateness aspect received an average score of 88.00%, confirming that the materials are well-aligned with the Grade 7 curriculum, address relevant topics, and clearly reflect the intended learning objectives. The Consistency aspect received the highest score at 93.33%, reflecting that the materials are logically organized, internally coherent, and use clear and grammatically correct language throughout. The Practicality aspect received an average of 92.00%, demonstrating that the materials are easy to access across multiple digital devices and can be realistically implemented within classroom time. The Effectiveness aspect received an average of 90.00%, indicating that the Educaplay Video Quiz feature and its interactive components are seen as effective tools for engaging

students and supporting their listening comprehension development. The overall expert validation score was 90.83%, which is categorized as Very Good according to the criteria proposed by Suharto (2008).

Following the validation, the researcher revised the materials based on expert feedback, adding text captions to all videos and preparing a teacher guidance document. After all revisions were completed, the final product consisting of 11 Educaplay Video Quiz activities was finalized and made accessible online through the Educaplay platform.

Despite these positive outcomes, this study also encountered several limitations during the development and implementation process. First, the developed materials were heavily dependent on a stable internet or network connection, as the Educaplay platform requires consistent connectivity for students to access and complete the Video Quiz activities. In contexts where internet access is limited or unstable, students may experience difficulties in engaging with the materials consistently. Second, as a free-tier creator on the Educaplay platform, the researcher faced certain access restrictions, including limitations on the number of activities that can be created, limited storage capacity, and the inability to use certain advanced features that are only available under paid subscription plans. Additionally, free-tier users are required to watch advertisements during platform use, which can be disruptive to the learning process and are at times difficult to close, potentially interrupting students' focus and engagement during activities. These constraints affected the scope and flexibility of the materials that could be

developed within the free account. Future researchers are encouraged to consider these limitations when planning similar development projects and to explore alternative platforms or account plans that may offer broader functionality and a more uninterrupted learning experience.

Therefore, this research provides a strong basis for the use of Educaplay Video Quiz as an innovative, practical, and curriculum-aligned listening learning materials for seventh-grade EFL students at UPT SMP Negeri 17 Medan.

B. Suggestions

Based on these conclusions, the researcher offers the following suggestions:

1. For Teachers, it was recommended to use the developed Educaplay Video Quiz materials as a supplementary listening tool in English lessons to help students engage more actively with spoken English. Teachers should also explore the platform's features, such as embedded interactive questions and immediate feedback, to support formative assessment. As technology continues to evolve, teachers are encouraged to keep adapting digital tools into their teaching practice in order to create more effective and engaging learning experiences for students.
2. For Students, it was recommended to make use of the developed Educaplay Video Quiz materials not only in class but also independently outside of school hours, since the platform is accessible via smartphones and other digital devices. Consistent practice with the materials will help students

improve their listening comprehension skills and build confidence in understanding spoken English.

3. For Other Researchers, it was recommended that this research could be used as a reference for future development of listening materials using interactive digital media. In terms of platform selection, other platforms beyond Educaplay could also be considered for Design and Development Research (DDR) on listening materials. EdPuzzle is one alternative, as it allows the embedding of interactive questions directly into YouTube videos and provides detailed tracking of student responses. Nearpod is another alternative that supports the integration of audio and video content alongside quizzes and real-time assessment features, allowing teachers to monitor student comprehension during the activity. H5P (HTML5 Package) is also worth considering, as it is a free and open-source tool that can be integrated into Learning Management Systems such as Moodle or WordPress, offering broader accessibility without subscription restrictions.