

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objective of this research is to create digital worksheets using Educaplay to be implemented in the instruction of descriptive text writing for 11th graders of Multimedia at SMK Negeri 1 Kabanjahe using the approach called Design and Development Research (DDR) modified from Richey and Klein (2007). The research was done in four steps: analysis, design, development, and evaluation.

There are some conclusions which could be derived from the results of this study. First, from the need analysis, there were some problems faced by the students while learning the descriptive text writing like having insufficient vocabulary, difficulty in idea organization, grammar issue, and lack of confidence in writing in English. In addition, the students were interested in technologically, visually, and interactively-based activities rather than traditional worksheets.

Second, considering the results of the need analysis, the researcher designed the Educaplay-based digital worksheet with structured activities to help the students go through the writing process.

Third, the developed product was validated by experts to evaluate its content, language, design, and usability aspects. The expert validation results showed that the product obtained a score of 89.5%, which was categorized as “Very Valid.” This indicates that the Educaplay-based digital worksheet is appropriate to be used as a learning medium in teaching descriptive text writing.

Finally, the Educaplay-based digital worksheet can be considered an effective alternative learning medium because it provides interactive, engaging, and structured learning activities that support students in improving their descriptive writing skills. The integration of digital technology into writing instruction also helps increase students' motivation, participation, and confidence in learning English.

Despite the positive findings, this study had several limitations. The study was conducted only with eleventh-grade Multimedia students at SMK Negeri 1 Kabanjahe and focused solely on the development of an Educaplay-based digital worksheet for teaching descriptive text writing. In addition, the study was limited to product development and expert validation and did not investigate the effectiveness of the product in improving students' writing achievement. Furthermore, the free version of Educaplay imposed a temporary waiting period after several activities had been created, which affected the efficiency of the product development process.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed.

1. For Students

It is suggested that the students should make effective use of the Educaplay-based digital worksheet in order to develop their abilities to write descriptively. It is important for the students to take part in all the activities offered in the worksheet

because these activities would enable them to enhance vocabulary, grammar, idea organization, and confidence in writing.

2. For English Teachers

The researcher suggests that teachers who intend to develop digital worksheets using Educaplay carefully plan the development process before creating learning activities. Based on the researcher's experience during the product development process, the free version of Educaplay may require a temporary waiting period of approximately one hour after several activities have been created. This limitation may interrupt the development process, especially when teachers need to prepare multiple worksheets within a limited time. Therefore, the researcher recommends that teachers prepare alternative Educaplay accounts or schedule the worksheet development process in advance to minimize delays and ensure that instructional materials can be completed more efficiently.

3. For Schools

It is necessary for schools to facilitate technology-based learning through provision of facilities such as internet, computers, and projectors.

4. For Future Researchers

The researcher suggests that future researchers conduct similar studies with a larger number of participants and in different educational settings to obtain more comprehensive findings. Future studies are also recommended to develop Educaplay-based digital worksheets for other English language skills or text genres, such as narrative, recount, or argumentative texts. In addition, since this study

focused on product development and expert validation, future researchers are encouraged to investigate the effectiveness of the developed product through experimental or quasi-experimental research to measure its impact on students' writing achievement. Furthermore, future researchers are expected to explore the use of premium features or alternative digital learning platforms to overcome the limitations of the free version of Educaplay and to support a more efficient product development process.

