

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to find out the students' needs and develop a Roblox-based learning module for grade eight students in writing recount text. Based on the result of the needs analysis, it can be concluded that the students need a learning medium that is more interesting, interactive, and related to their daily life. They need learning activities that can help them generate ideas more easily, understand the structure of recount text, use appropriate vocabulary, and write with correct grammar. The findings also show that the students are more motivated when the learning process is connected with digital media and game-based activities. For this reason, the Roblox-based learning module was developed as an alternative learning material that suits the students' characteristics and interests.

In addition, the development process shows that the module is appropriate to be used in teaching writing recount text. The module was designed based on the students' needs analysis and developed by considering the principles of learning that are suitable for grade eight students. The expert validation also indicates that the module is acceptable and feasible to be used in the teaching and learning process. It means that the module is not only attractive, but also relevant for supporting students' writing ability. Therefore, it can be concluded that the Roblox-based learning module is a suitable learning product to help students learn recount text in a more enjoyable and meaningful way. The module may also increase

students' enthusiasm, participation, and achievement in writing because it provides a learning experience that is more active and connected to their interests.

B. Suggestion

Based on the conclusion of this study, several suggestions are given. First, English teachers are suggested to use the developed materials as an alternative resource for teaching Internet Safety in English classes. They are also encouraged to adapt the materials according to students' English proficiency, learning needs, and classroom conditions. Furthermore, teachers may modify the game-based activities or integrate other educational games and digital learning platforms to create more engaging and meaningful learning experiences while achieving the intended learning objectives.

Second, Students are encouraged to actively participate in the game-based learning activities and use the developed materials both inside and outside the classroom to improve their English skills and understanding of Internet Safety. They are also encouraged to apply the knowledge and skills gained from the materials in their daily online activities to become more responsible and safe digital citizens.

Third, future researchers are suggested to use this study as a reference for developing English learning materials on different topics, grade levels, or learning contexts. They may also explore various game-based learning strategies, educational games, or digital platforms to enrich English learning materials and investigate their effectiveness in enhancing students' language skills, learning motivation, and classroom engagement.