CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the result of research and discussion, it can be summarized in two topics as follow.

1. Developing Adobe Flash-Based Interactive Learning Multimedia in Teaching Narrative Texts

The development of Adobe Flash-based interactive learning multimedia in teaching narrative texts as a learning medium was made through six steps of development. They were need analysis, planning, developing preliminary Adobe Flash-based interactive learning multimedia, preliminary field testing, main Adobe Flash-based interactive learning multimedia revision, and main field testing.

In need analysis, it was found that SMP Negeri 1 Brati did not use learning medium maximally in teaching learning process, while there were facilities that supported technology-based learning process in the school. In teaching English, the teacher only used lecturing method, repeating, and doing exercise in the teaching process. It made the student did not comprehend and enjoy the learning process. It caused the standard minimum (KKM) of English score did not reach yet for all of students.

Planning step concerned formulating of learning material of narrative texts, lesson plan, and validation instruments of media and material experts.

Developing preliminary of Adobe Flash-based interactive learning multimedia concerned in designing course grid, flowchart and storyboard before developed the product. The developing of interactive learning multimedia was using Adobe Flash CS3 Professional.

Next, Adobe Flash-based interactive learning multimedia was validated by material and media experts. The next step was preliminary field testing. There was a small group trial consisted of five students of eighth grade as the subject. After that, Adobe Flash-based interactive learning multimedia was revised, based on the opinions and suggestions from the experts and small group trial. The last step was main field testing. It was conducted by a large group of students.

2. **The Suitability of Adobe Flash-Based Interactive Learning Multimedia to Teach Narrative Texts in Junior High School**

Adobe Flash-based interactive learning multimedia was valid and suitable used in teaching narrative texts in SMP Negeri 1 Brati. It was shown as follow: a) The average result of validation of material expert was 83.3%, b) The

average result of validation of three media experts was
93.45%, c) The average result of student's questionnaire
was 86.25%, d) As supporting data, it was shown in
students' scores. The average of students exercise score was
86.5 and the average score of final test was 76.9.The average
score both of them was 81.7 and it was validated by test
expert (English teacher) increased 88.9%.

Considering explanation above, it can be concluded
that Adobe Flash-based interactive learning multimedia was
valid and suitable to be applied in teaching narrative texts of
the eighth grade students in SMP Negeri 1 Brati Grobogan.

B. Recommendations

In this digital age, the teachers have to be proficiently
knowledgeable in the fields of teaching and need to be skilled in
the technologies used to convey the educational information and
content. The teachers are required to innovate and be more
creative to convey the material by developing a medium in order
to attract the students' attention, make them easy to master
English especially in narrative texts, more creative and active in
learning process. The teachers have to create interesting,
enjoyment and fun atmosphere in the class. The teachers can
create an interactive medium by using Adobe Flash-based
interactive learning multimedia. By using this medium, the

students do not only listen and pay attention to the teacher's explanation, but they can interact with the medium, the teacher, and their friends.

In this research, the researcher just conducted six steps in research and developing steps of this interactive learning multimedia because of limited time and money. This interactive learning multimedia was developed used Adobe Flash CS3 Professional and based on the students' needs. The materials only covered listening skill, reading skill, and grammatical with the topic of narrative texts. The type of exercises was only multiple choices.

The researcher recommends that the schools which have English laboratory or computer laboratory utilize this interactive learning multimedia in its rooms. The teachers can use this medium in teaching learning process to teach narrative texts in English laboratory by controlling all computers. The teachers can also copy this medium to several computers in computer laboratory to make it as students' access center. Whereas, the schools which do not have both English laboratory or computer laboratory, the English teachers can utilize this medium in the class by connecting it to LCD and mini sound system.

The researcher hopes that the next researchers could develop an interactive learning multimedia with different material, various activities, various exercises type (i.e. matching,

typing, dragging and dropping), add leveling in reading stories (i.e. for beginner, intermediate and advanced), add various action scripts that is used to display name and score of students, add timer in exercises to limited students' works, add various kinds of questions in reading comprehension, add various animation in developing the media, and develop an interactive learning multimedia by using other software or a new version of Adobe Flash.

Thus, this thesis is served to the readers, the researcher realizes that this research less to perfection. The researcher hopes any suggestions and criticisms to make it better. The research hopes that it can be useful to the readers. *Aamiin.*