

CHAPTER V

CLOSING

A. Conclusion

The design of the Islamic short story book in this research demonstrates a successful integration of narrative and multimedia elements to support the Independent Curriculum Phase D. By carefully writing and categorizing the short stories into Fable, Islamic Fairy Tale, and Fiction, the book offers a diverse range of engaging and meaningful content that aligns with Islamic values. Each story is complemented by thoughtfully designed illustrations and a cover created using Canva, enhancing the visual appeal and comprehension of the narratives.

The book also contains a section dedicated to explaining narrative texts, aiding students in understanding the fundamental aspects of narrative construction and analysis. The exercises and activities accompanying each story are varied and designed to challenge students' comprehension, critical thinking, and creativity, thus promoting a deeper engagement with the material.

The goal of the current study is to create an Islamic short tale collection for SMP IT Al Izzah Serang English

language learners. In order to create the Islamic short story boom, the Research and Development (R & D) technique

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was used in the book's design, utilizing ADDIE concepts. It is divided into five phases: analysis, design, development, implementation, and assessment. Four different components of the surveys were completed in order to validate the product. The elements include language, presentation, images, and content. Following validation, the Islamic Short Story book underwent revisions based on validators' recommendations, making it suitable for English language learners to use. Questionnaires are used in this research's evaluation process, and the Islamic Short Story book is assessed based on the answers to the questionnaires. Conversely, a questionnaire was employed by the researcher to evaluate the appropriateness of the books that were provided to English teachers and pupils. It is clear from the statistics in the above table that 16 students thought this book was worthy to be used as a teaching tool, 7 thought it was sufficient, and 2 thought it was less worthy. The validation data summary provided by the English instructors indicates that the average total value (V_a) is 3.6. The generated media was deemed "enough valid," according to Table 3.1, because its average value total (V_a) of 3.6 fell between 3 and 4. The results of the validation

process by English teachers for the previously mentioned data showed that the Islamic Short Story book

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can be utilized as a teaching tool for narrative texts in the classroom. .

The findings of the data validation conducted by English teachers and students indicate that the Islamic Short Story book can be effectively utilized as a narrative text learning tool in educational settings.

In conclusion, this book can be used as a medium for learning narrative texts by students and this book can help students to better understand the content of reading texts.

B. Suggestion

The following ideas have been proposed for the development of the Islamic Short Story book as a learning medium:

1. For teacher

The Islamic Short Story book can be used as a learning tool and designed as one of the teaching resources in the educational process. Teachers can use the product to help students study narrative texts more easily.

2. For Students

The Islamic vocabulary book is intended for independent study. Islamic short story books can be used

for enjoyment as well as to assist pupils in understanding narrative texts.

3. For University/School

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The collection of Islamic Short Stories can be utilized as a source of supplementary information when creating instructional materials or educational media for students, particularly in grade VIII. .

4. For Other Researchers

To improve students' reading comprehension abilities, other researchers could create more engaging and dynamic learning resources.

5. For the Development of Education

Support facilities for school development, particularly for the creation of educational media to enhance teaching-learning activities, should be made available by the Department of Education.

To find out more about how the English students in using Islamic Short Story book in the learning narrative text for improving their reading comprehension skill, it needs to conduct need research.

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