

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will be present the conclusion of the research and suggestion for the readers, the teacher, and the further researcher.

A. Conclusion

This research paper examines the creation of a materials book for seventh-grade junior high school students at MTs Negeri 3 Kota Cilegon to learn English tenses, particularly grammar. The research topic is, "How is the process of designing a grammar material book for a seventh-grade student?" This project aims to provide interactive content that will aid students in learning English grammar.

The researchers employed the research and development (R&D) approach. The researcher selected 32 students based on class VII A. The ADDIE Model was applied in the research-based design product. The curriculum, the syllabus that the teacher creates, the analysis stage, and the analysis of the student's needs comprise the five steps that make up the ADDIE Model. 2) Based on the syllabus

and curriculum, the design stage, or material preparation, chooses the learning content and analyzes the learning achievement element.

3) The development step uses a Canva tool to create the media while including the previously created product design. At this point, the researcher must evaluate the product's legitimacy using expert material. 4) implementation stage, perception or opinion of media by implementing the product to the teachers and 17 students; 5) evaluation stage, the effective measurement of the material book for learning English tenses.

The content of the product consists of three units: 1) Unit One discusses simple present tense, the auxiliary verb that is usually used in simple present tense, the personal pronoun, the adverb of frequency that is usually used in simple present tense, and the article. 2) Unit two discusses simple past tense, the auxiliary verb usually used in simple past tense, the adverb of time in simple past tense, WH- Questions. 3) Unit three discusses simple future tense, the auxiliaries in simple future, the adverb of time in simple future tense, and the conjunction and preposition. Each unit is completed with exercises and a mini dictionary.

In the analysis stage, the researcher collects the information through interviews, analyses a curriculum, analyzes the material, and analyzes the students' needs in learning grammar. Based on the result of needs analyses the fourth 51% disagree that the material in the English book used at their school is easy to understand, especially in grammar material, the fifth 81% of Students need a supporting book to help them in learning English, sixth 91% a colorful/picture books can help them so that learning doesn't seem tedious, the seventh 89%, agreed that short explanation of the materials and practice questions could help students understand the learning material and the last 89% Students want to use materials as a support book for learning. Based on the interview results, the English teacher stated that students only use books in school. If there are supporting books, they are helpful for teaching and learning activities, especially if they are aligned with the present curriculum. Books can assist teachers and students with the teaching and learning process.

In the design stage, the researcher determined an element of learning achievement was taken from the syllabus for the seventh-grade English subject. The researcher also arranges the content of

materials and exercises following the learning of seventh-grade students. The material to be concluded is a core of the grammar material students learn at school. The researcher inputs the material from many internet sources and English books that correspond to the syllabus. Then, the researchers tried to choose an exciting figure to take them to the layout of the material book.

In the development stage, the researcher designs the product with an exciting design. Learning media is developed by applying the material designed into the layout created at the previous stage. After the initial product is finished, the product will be validated by the expert. Three material experts carried out the material validation: 1) Mrs. Ila Amalia, M.Pd, 2) Mr. Yazid Rukmayadi, M.Pd, a lecturer in the English Education Department at UIN Sultan Maulana Hasanuddin Banten. The experts gave suggestions to the researcher, such as stating that the identity of the author and supervisor should be written on the book cover and adjusting the pronoun in the preface.

A validator reviews and revises previously generated items. This process includes feedback and suggestions for refining the product so that it can be used as a learning tool for grammar. The

validation questionnaire establishes the media's eligibility. The material validator examines the material used to learn English tenses.

Several material expert validators submitted data from material validation results when acquiring English grammar material. The following is an examination of the material assessment. The material specialists scored 87%, which fell into the highly agree group. It may be concluded that the material book created is strongly agreed for usage and implementation in grammar instruction.

During the implementation stage, the questionnaire was distributed to teachers and students. After implementing the material book for the learning process, several teachers' ideas and opinions can be summarized in this book. The average teacher's perception of this material book is 93%, indicating a strongly agree. Students strongly agree on an average score of 93%. Furthermore, based on teachers' and students' perspectives, this Material book is firmly agreed upon to be used for learning by 93% and 93%, respectively.

During the evaluation stage, a pretest and posttest were administered before and after utilizing a material book to learn English tenses. The average pretest score in a medium category is 40, with an average posttest score of 69.41. The N-gain score between the pretest and posttest was 0.49, indicating medium classification. According to the N-gain interpretation, learning outcomes improve after utilizing the material book, which increases with a medium category. This suggests that material books are excellent at teaching English tenses but have a medium categorization.

B. Suggestion

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

a. For Teachers

The material can support English teaching materials and help enhance students' understanding of tenses. Teachers can assist students in remembering the formulas and examples of different tenses.

b. For Students

A material makes it easier for students to remember and understand the formulations and examples of tenses. This product is expected to help students learn English grammar.

c. For Further Research

The result of this research can be used as a reference and inspiration, especially when researching developing teaching media. Besides, this product can also be developed in the form of ICT using Applications