

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This research study was conducted to develop effective interactive learning multimedia of Effective Communication English textbook to facilitate the teaching and learning process for the elementary level students of SMK Muhammadiyah 1 Wonosari.

#### A. Conclusions

##### 1. The effective design of interactive multimedia

Based on the research findings, the effective design of interactive multimedia has the following components.

##### a. Home

This frame is the starting screen of the multimedia. An effective home has the title of the media and the identity of the developer.

##### b. User's guide

An affective user's guide frame contains navigations symbols and their functions.

##### c. Map of the media

An effective map of the media presents the content and the order of the materials covered in the media. In this multimedia, it contains three buttons to enter the sections, i.e. Unit 4, Unit 5, and semester review button. Each section contains unit content and also the objectives of each unit.

d. Unit description

1) Unit introduction

An effective unit introduction presents unit icon, the theme of the unit, and also BKOF (background knowledge of the field) questions. That information is intended to provide the students introduction of the unit.

2) Goal

An effective goal frame presents the goals of the unit entirely and the situational picture related to the goal. It can be united with the icons to move into the sections such as spoken cycle, written cycle, grammar, and summary icon.

3) Spoken cycle

a) Pronunciation

This frame presents the pronunciation tasks that focus on pronouncing the vocabulary used in the listening comprehension tasks. An effective pronunciation task has the phonetic transcription, correct pronunciation voice, and the feedback of the word guessing.

b) Listening comprehension

This frame presents listening comprehension task that concerns the language functions used in certain context. This is followed by the frame that presents the explanation of the language functions used in the listening comprehension. An effective listening

comprehension task is completed with the recording of the transcript (can be audio or video), the button to control the recording, and the feedback to check the answers of the questions.

c) Spoken cycle task

This frame presents the tasks of spoken cycle. It can be in the form of arranging the expressions or practicing dialogues. An effective task of arranging expressions is completed with the feedback to check the arrangement while practicing dialogue task is completed with the feedback in form of speaking scoring rubric.

d) Speaking scoring rubric

This frame presents the scoring means of productive spoken cycle task. An effective speaking scoring rubric covers the category of the performance and also the criteria of each category.

4) Written cycle

a) Pronunciation

This frame presents a pronunciation task that focuses on pronouncing the vocabularies used in the following reading comprehensions. An effective pronunciation task has the phonetic transcription, correct pronunciation voice, and the feedback of the word guessing.

b) Input text

An effective input text presents the text related to the theme of the unit.

c) Reading comprehension

An effective reading comprehension task presents reading comprehension questions based on the input text. It is completed with the feedback to check the answer.

d) Written cycle task

This frame presents the tasks of written cycle. It can be in the form of writing a reservation form, writing an email as well as a memo. An effective written cycle task is completed with the examples and also the writing scoring rubric.

e) Writing scoring rubric

This frame presents the scoring means of the productive written cycle task. An effective writing scoring rubric covers the category of the composition and also the criteria of each category.

5) Grammar

An effective grammar section presents grammar coach used in the spoken cycle as well as in the written cycle. In addition, it is followed by some exercises related to the grammar and the feedback.

## 6) Summary

An effective summary section presents the brief explanation of the materials in each unit.

## e. Semester review

An effective semester review presents some exercises of the materials taught in a particular semester.

## 2. The characteristics of an effective interactive multimedia

An effective interactive multimedia should meet the criteria of a good interactive multimedia. Here are the characteristics of effective interactive multimedia seen from some points of view.

### 1) Texts

As an effective interactive multimedia, this study indicates that the texts use left-justified typing, use short and sweet sentences, use at least 12-point font size for hypermedia, use generic fonts that are available on all computers, media use consistent text colors, and do not place text on a background that has a pattern or graphic.

### 2) Graphics

In terms of graphic, the study indicates that the graphics are placed in consistent locations throughout the program, the icons for navigation are completed with the functions, options for users to back and exit the media are included, the media use fewer than seven colors per screen, the media use consistent background colors, the media present the graphics/ pictures/

animations together with the text, and the media use graphics/ pictures/ animations that support the function of the text.

### 3) Animations

In terms of animation, this study indicates that the animation views a process or concept, catches eye, makes things visible, keeps rich in detail, and is so brief that they must be easy grappled in memory.

### 4) Sounds (audio)

In terms of sound (audio), this study indicates that the sound (audio) of effective interactive multimedia is not too loud and not too soft, the media provide volume control, the media provide *pause* menu, and information that is delivered by the audio can be well understood.

### 5) Video

The video of effective interactive multimedia is not blurred, shows the supporting aid of the material, and is completed with appropriate audio.

### 6) Content

The content of effective interactive multimedia contains the materials stated in the standard of competence and basic competence, appropriate grammar and choice of word, is presented briefly, is presented from the easier materials followed by the complex ones, provide the feedback appropriately, and the media give the users authority to control the movement.

## **B. Suggestions**

Based on the result of the study, it can be suggested some points as follows.

### 1. Suggestion for using this program

#### a. For English teachers

An interactive multimedia requires certain program and software to operate. To run it well, it is necessary for the English teachers to be able to understand it. As the content of this interactive multimedia is adapted from a course book, it is also necessary for the teacher to prepare additional materials that are not available in the book. The teacher can design the multimedia as attractive as possible so that it can increase students' motivation in the learning process.

#### b. For the students of elementary level of SMK

As mentioned above, an interactive multimedia requires certain programs and software to operate. Therefore, the students as the users of the media are required to be prepared to understand how to run the program. They are allowed to choose the task based on their needs and interest.

### 2. Suggestion for dissemination

In relation to the dissemination phase, this interactive multimedia can be developed in other schools in which they should have expertise in developing and managing the learning media.

### 3. Suggestion for further product development

Considering the improvement of this multimedia, there are some suggestions for further product development:

- the content (material) of further product development should be varied in order to make this program more attractive
- the level intertasks of further product development should be improved in order to attract the students' attention
- the effectiveness of each component of task group in this research study was not thoroughly investigated; therefore, further product testing of further product development is important to identify the details errors of this program.