

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on findings of the research. The conclusion of the research is a judgement based on the process of interpreting and discussing the findings of the research,

5.1 Conclusions

In general, the aim of the study was to investigate whether the use of interactive multimedia can improve the students' reading descriptive text. It is also aimed at finding out the students' response toward the use of interactive multimedia.

The findings show that the use of interactive multimedia technique can improve the students' reading deacriptive text. The results show that t_{obtain} value (6.159) was higher than t_{critical} value (2.055) at the level of significance 0.05 (two-tailed). It means that there is a significant difference between the students' pre-test and post test scores. It indicates that the null hypothesis (H_0) is rejected.

Furthermore, many students response the use of interactive multimedia technique positively. It helps students comprehend descriptive text in easy way. Its aspects, especially pictures, sounds, moving pictures, and games interactive, are the influential factors which may determine the improvement of the students' reading comprehension. They allow the students to understand and memorize what they have read easily since the information of the text is organized into a recognizable and understandable interactive multimedia. In addition, interactive multimedia which is a new way for them in learning can motivate them to learn reading. Therefore, the use of it can help teacher engage the students actively in order to help them achieve the learning goals easily.

Meanwhile, teacher's ability in selecting materials, developing lesson plans, delivering the lessons, and organizing students and classroom condition will influence the use of interactive multimedia in improving the students' reading comprehension. Thus, it can be summarized that the effectiveness of using interactive multimedia technique in improving the students' reading comprehension is contributed by some factors such as interactive multimedia's aspects and teacher who presents the lesson.

5.2 Suggestions

Based on the research findings, some suggestions are addressed for English teachers, language learners, and future researchers. The suggestions are as follows.

English teachers are suggested to get students well prepared with the ability to identify the generic structure of the text. It is better to have them discuss in group about text before each person have questions about the text.

Moreover, English teachers can vary the activities such as involving a competition to give more rewards for those who participate actively and make the best score. Thus it can engage the students more actively and give them more motivation to learn reading.

In addition, it is recommended for teachers to not give long texts to students in order to avoid time consuming in making mind map. They are suggested to give short and interesting texts yet suitable for their level.

Meanwhile, before assigning the students to read the texts, teacher should give clear instruction about about what the students have to do, so they will not be confused about their assignment.

To implement extensive reading activity in a big class (containing more than 20 students), teacher should divide students into group, so all students can be facilitated to convey their opinion to their group.

In classroom discussion, teachers should give students opportunity to ask many things about student's difficulties related to the reading text. Teachers also should give students opportunity to explain their opinion about the content of the text.

Finally, for the next further study who are eager to investigate more about the use of interactive multimedia in teaching other genres of the text. Besides, it also suggested to investigate effectiveness of using interactive multimedia technique in other skills such as writing, speaking, and listening. In addition, since the use of interactive multimedia in reading class spends quite long time, researcher who act as teachers need to provide more time in classroom.