

CHAPTER V

CONCLUSION AND SUGGESTION

In the chapter titled "Developing Interactive Materials for Learning Recount Text in Tenth Grade of Senior High School," the study's conclusions and recommendations are discussed. The first part of the paragraph is the conclusion, while the second part is the recommendation.

5.1 Conclusion

This study has shown that interactive materials for learning recount texts in tenth grade senior high school have seven indicators, including: (1) Interactive (English learning materials' designs enable active and interactive two-way communication with meaningful feedback); (2) Materials (facilitate the learning of a language); (3) Interactive materials (interaction between materials and the learner); (4) Learn; and (5) Materials (facilitate the learning of a language) (One of the forms of formal education). also referred to as how individuals interact and communicate. Any resource that can be used to hasten language learning is referred to as a material. Materials are also important in the teaching of languages. Interactive materials are those that involve user engagement with a software or piece of media. Through engagement, students can learn through the use of interactive materials, becoming active rather than passive participants in the learning process. It is possible to think of learning as a process in which a learner is free to inquire about a wide range of personal issues. Learning needs a deliberate, engaged attention to and response to both internal and external events. Writing is a task designed to create a text for a certain readership. It also conveys the idea of a process designed to create a text for a particular audience, conceived as a social activity occurring inside certain writing communities rather than as a single action. A recount text is a work of prose that tells the story of past events in the order in which they happened; as a result, the text creates a chain of events. Recount texts are thought of as a genre that reflects entertainments, disclosing feelings of relaxation or opinions about the events via life experiences, with the

objective of disseminating knowledge or reliving the story. Senior high school, which is then shortened to SHS, is one of the forms of formal education that handles public education at the secondary level as an advancement from secondary school (junior high school). Due to developmental and academic expectations, senior high school students are more vulnerable to social and psychological problems.

An instructor, a curriculum, clear learning objectives, and interesting learning materials like videos, graphics, and vibrant images are all things that students need in order to learn English. These components should be developed in line with the evolving curriculum. For reading, writing, observation, speaking practice, and media and technology (internet) use, students need educational materials they can use. The YouTube platform, social media, WhatsApp, interactive powerpoint, educational videos, and conventional media like books and mind maps are a few examples. Students require interactive learning materials to prevent boredom when studying, which can be offered by technology such short movies of animated cartoons that incorporate interactive material. Additionally, these films must to give pupils a clear and comprehensive description of the subjects they might learn.

Students also need instruction that is appropriate for 21st-century skills, practice and improvement of critical thinking skills, ask and answer, discussion that can improve the ability for effective communication, innovation, and problem-solving, teachers who tailor their lessons to their students' interests and the most recent developments, and evaluation at the end of each learning session. The next stage of writing requires students to use concrete examples and straightforward language to convey social concepts. To do this, they must first figure out what they will say about the idea of social activities and which social activities will be discussed. The sixth indicator consists of recount texts, which are sequential writings that solely list events in time. Writing a recount texts that includes the students' personal experiences is easier than recalling the experiences of others. Additionally, teaching students how to write recount texts will be made easy by using the internet and other forms of technology. The senior high school

indicator is the last one. The majority of participants agreed that in order for kids to be sufficiently prepared for life in college, schools and teachers must provide and facilitate activities like tests, creativity, communication, teamwork, and skill-training for them. In order to boost their confidence and acquire acclimated to using English, students should also interact and conduct group studies in English.

The product's criteria include component, elements, content, teachers' and students' activities. The title, author, publisher, validation, content list, introduction, and activity 1 are some of the elements that make up the interactive PowerPoint.

5.2 Suggestion

This is an important area for future research. The researcher makes three recommendations: one for the instructor, one for the students, and one for other researchers. According to studies, the following are the consequences of this statement.

5.2.1 Teacher

Teachers may find the end result of interactive resources helpful when introducing recount text in the classroom. This research has the potential to enrich and better the educational process.

5.2.2 Student

For students, the product of interactive materials may be able to change students' motivation to improve recount text in writing skills.

5.2.3 Further Researchers

The result of interactive materials can be important information for other researchers to make the study of interactive materials for those who are interested in teaching and learning narrative text.