

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher will draw conclusions from the research that has been done and provide suggestions for module users and further research.

A. Conclusion

The module is a unified learning material that can be studied by students independently. In it there are components and clear instructions so that students can follow in sequence without teacher intervention. The module has several characteristics, including, according to the Minister of National Education and Culture (2008), five characteristics: 1) self-instructional, 2) self-contained, 3) stand-alone, 4) adaptive, and 5) user-friendly. The characteristics of the module, according to Nana Sudjana and Ahmad Rivai, include: 1) being the smallest and most complete teaching unit; 2) containing a series of learning activities that are systematically designed; and 3) containing clear and specific learning objectives. formulated 4) allows students to learn independently 5) It is the realization of individual differences as well as the realization of individual teaching.

A module must have the following components: 1) an interesting title to motivate students to study the module 2) an information map that explains the relevance of the material; 3) learning objectives, so that students know what needs to be mastered after completing the learning series. 4) An overview of the module to provide an overview of the contents of the module 5) Examples and illustrations to explain the presentation of the topic so that students can better understand the material and not get bored while studying 6) Use simple language to help students understand the module instructions. 7) A table of contents to help module users identify specific pages in the module 8) The material offered should be detailed 9) Exercises to prepare students to answer questions before the exam 10) Summaries to help students remember the main points of information that have been discussed 11) Final test to evaluate student learning activities 12) A

glossary to help students identify words or terms they do not understand in Module 13) is used as a reference when compiling the module. As a result, modules must be developed adaptively to ensure that multimedia modules are kept up to date and usable in the long term.

The learning module media, "Development of Simple Present Tense Learning Module for Class VII SMP and MTs in the 21st Century," has been completed. This module is divided into three parts. The book cover, introduction, table of contents, mind map, and introduction (which includes a) a brief description and b) KI and KD) are the first part. d) Teaching instructions c) Learning objectives The content section of the module contains learning exercises such as Activity 1, Activity 2, and Activity 3, as well as a summary. The cover, which includes a formative test and a glossary, is the concluding part of the module. Based on the demands and characteristics of students, this designed curriculum has been modified. The researcher chose the basic language to construct the module so that students could understand the instructions and materials without the help of other learning resources.

B. Suggestion

Based on the results of the research that has been done, there are several suggestions, as follows:

1. For students of Class VII SMP and MTs, in order to be able to use the learning module media "Development of Simple Present Tense Learning Modules in the 21st Century" properly as a learning resource
2. Further developers are expected to be able to further refine the English language learning module media that has been developed to the next stage, namely validity, and to the stage of the wider community.