

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The development of multimedia for learning materials in this research was carried out based on the theories about characteristics, interest, developmental stage, and psychological age of English young learners. The media was developed in order to facilitate young learners to learn about Basic English vocabulary in the classroom. The multimedia as the product was validated by two experts: learning materials expert and design multimedia expert. The multimedia product has been validated and revised, and then it was tested to a group of seven young learners from SD 47 Jambi. Interview carried out with the students after they tried the media demonstrated that the media is easy to use as learning materials. It also made the teaching process become more engaging and interesting.

The final product was a result of revisions based on the combination of experts' suggestions and findings from the interview with the young learners used the multimedia. The revisions have included: (a) the use of more simplified form of instructions in the learning material in order to avoid confusion among the young learners, (b) the use of more simple form of language expression so that it does not exhaust and intimidate the young learners, and (c) addition of more materials and games. In other words, the final product has reflected significant improvement from its first form.

5.2 Suggestions

The researcher hopes the multimedia product from this research can be used by teachers of SDN 47 Jambi to help young learners especially in understanding materials. Furthermore, the researcher expects that the use of learning materials developed in this research can be extended beyond the classroom so that the students with the supervision of adults can make use of the media for independent learning. The multimedia learning materials from this research only has four chapters. The researcher recommends that in future research more interesting contents can be added to the media. These contents may include interactive games and as well as relevant visual input such as short movies or videos about the vocabulary that being learn.