

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The development of the Prototype Complementary Reading Material Based on Literature Instruction represents a strategic initiative to enhance the quality of English language learning for sixth-grade students. The primary objective of this project is to provide supplementary materials that are not only engaging but also aligned with the reading comprehension needs of sixth-grade students. This initiative dovetails with the implementation efforts of the latest curriculum from the Ministry of Education and Culture, offering content that is relevant to students' basic competencies to improve their reading skills.

The design process for this learning media involves a comprehensive series of steps, including idea generation, in-depth observations, structured interviews, and focused group discussions with various stakeholders. This multifaceted approach allows for accurate identification of the specific needs of sixth-grade students. The involvement of teachers in this process provides invaluable insights, ensuring that the developed learning materials are truly relevant and tailored to the unique needs of the students. The prototype planning phase involves careful conceptualization of both media and learning content. The main focus is on ensuring that the developed materials can effectively support the improvement of sixth-grade students' reading comprehension abilities. This structured approach aims to produce learning resources that are

not only of high quality but also highly beneficial in the context of English language learning.

This prototype has undergone a rigorous validation process by experts, confirming its practicality and suitability for student use. Trials with target student groups have also demonstrated the prototype's effectiveness in supporting English language learning. The design of this prototype incorporates appealing visual elements, including the use of bright colors and captivating illustrations, to enhance its appeal to sixth-grade students. Its content includes interesting stories relevant to students' daily lives, as well as interactive exercises designed to stimulate creative thinking. This approach aims to enhance student understanding and encourage active participation in classroom activities, creating a more dynamic and effective learning environment. With seamless integration into the existing curriculum, this prototype is ready to be used in conjunction with other teaching materials, enriching the English language learning experience and significantly helping sixth-grade students develop their reading comprehension skills.

By offering targeted and relevant content, this prototype supports the development of students' reading skills while introducing them to new materials that include local content. This makes learning more relevant and interesting, fostering a deeper understanding and exceptional enthusiasm for reading comprehension. The comprehensive approach taken in developing this prototype aims to create an effective resource that supports and enhances

students' learning experiences, ultimately leading to improved educational outcomes.

## **5.2 Suggestion**

Based on the conclusions drawn from this research, several recommendations have been formulated. The prototype Complementary Reading Material, while covering only a portion of the sixth-grade English curriculum for one academic year, offers teachers a valuable resource for authentic and engaging reading comprehension instruction. Its narrative structure, aligned with local content, provides an up-to-date and alternative learning medium that enhances the accessibility of English language learning, particularly for sixth-grade students.

This product is designed to assist students in better understanding the material taught in school. Available in both print and digital formats, it offers students flexibility in its use. The researchers hope that this product will increase students' interest and motivation in learning English. Although the prototype specifically focuses on material for the odd semester, students are encouraged to utilize it as a beneficial supplementary resource. For future researchers, this prototype should be viewed as a starting point for further development. While its scope is currently limited to topics covered in the odd semester, there is significant potential for expansion to include the even semester curriculum. As some aspects of the prototype may not be fully

realized, future researchers are encouraged to continue refining and expanding upon this work.

The prototype's key features include its provision of authentic and engaging learning materials tailored to sixth-grade students' needs, incorporation of local content to make the learning experience more relevant, availability in both print and digital formats for flexible usage, specific design to enhance reading comprehension skills, and its role as a supplementary resource to support the existing curriculum. Areas for future development include expanding the content to cover the full academic year, further aligning with evolving curriculum standards and educational policies, integrating more interactive elements (especially in the digital version), continuously updating content to maintain relevance and engagement, and developing accompanying teacher resources to maximize the material's effectiveness.

In conclusion, this prototype represents a significant step forward in providing tailored, engaging, and effective English language learning materials for sixth-grade students. While its current scope is focused, it lays a strong foundation for future developments in English language teaching resources. The positive reception from both teachers and students underscores its potential impact on enhancing English language education, particularly in the area of reading comprehension.

### **5.3 Dissemination**

This Complementary Reading Material prototype is specifically designed for sixth-grade students at MI An-Nizham in Jambi City, with the aim of serving as supplementary material in English language learning to be implemented in the upcoming academic year. Its user-friendly design and flexible format make it easily portable and suitable for both online and offline use, facilitating rapid dissemination among sixth-grade students at MI An-Nizham. The distribution of this learning resource can be accomplished through various channels. Physically, the prototype can be distributed through English teachers, the school library, and reading corners in each classroom. Meanwhile, its digital version can be shared through the school's social media platforms, enabling access for students and teachers with internet connections. The flexibility of this prototype allows for wide accessibility, catering to diverse learning environments and preferences.

Key stakeholders can play crucial roles in promoting this prototype. Education authorities and school administrators can include it in recommended reading lists and curriculum resources. Teachers can introduce the prototype in class, encourage its use as a supplementary learning tool, and emphasize its relevance to the sixth-grade elementary school curriculum. This multi-faceted approach to distribution and promotion ensures that the prototype effectively reaches its intended audience. By utilizing both physical and digital distribution methods, and involving key educational stakeholders, the prototype can be

seamlessly integrated into the learning ecosystem of sixth-grade students at MI An-Nizham.

The prototype's alignment with the curriculum and its flexible format make it a valuable resource for enhancing English language learning. The introduction of the prototype as a complementary tool affirms the school's commitment to providing diverse and engaging learning materials, potentially improving student engagement and learning outcomes in English language studies.