

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter wraps up the overall analysis of the study. It also concludes and suggests recommendations inferred from the findings and discussion of this whole study.

5.1 Conclusion

In conducting this study and seeking the answer to the first research question about how the students' attitudes towards technology affect their academic performances, the researcher finds that these two variables do not have a strong consequential relation to each other – that techno-geek students will automatically earn satisfactory grades and vice versa. This is proven as the researcher designs a set of four categories which explains the phenomenon. The “mode plus” - “report minus” and “mode minus” - “report plus” category combinations weaken the understanding that interest in technology is directly proportional with satisfactory academic performance or the other way around. In conclusion, students' attitudes towards technology do not necessarily affect their

academic performances due to their various styles of learning or personal preferences – reasons deduced from the interviews with the students.

Furthermore, in seeking the answer to the second research question about how CALL affects learning progress, the researcher discovers findings that are mostly in-line with the hypothesis of the relevant theories regarding CALL – that the use of CALL enhances learning efficiency and motivates learners. As explained in the Discussion section of Chapter Four, the implementation of CALL in the high school located in West Bandung Regency motivates the students to become active online learners, encourages them to study, helps equip the students with future work skills, and facilitates them to take notes and share documents conveniently.

However, despite the considerable benefits that CALL endows, the use of CALL still has a weakness. The weakness is that it potentially distracts students who do not come to the class ready to learn. All of the interviewed students admit that the use of iPad could be distracting because they mention that there are students who misuse the iPads by playing games, doodling, or looking at the photo gallery instead of taking notes or using it for the English class' learning purposes.

In general, based on the findings and discussion of this study, it is concluded that the use of iPad as a form of CALL in high school education could still be deemed as promoting efficient learning and thus beneficial. The iPad usage is inferred to be beneficial because it provides the students with facilities and experiences that not only help students grow as active independent learners, but also equip them with future work skills. Despite the iPads being a potential distraction, committed students will attend the class ready to learn and to receive

new knowledge the teacher has to share, while students who attend the class with no commitment to learn will most likely get lost and distracted during the class – not strictly distracted with iPads, but with anything else. Therefore, CALL could be deemed as having positive impacts on the students’ learning progress.

5.2 Recommendation

Based on the discussion on the effect of CALL on students’ learning progress, one weakness of the use of iPad is highlighted – its being a potential distraction. This could be anticipated by keeping the students engaged to the lesson. Teachers could maintain the students’ attention by keeping them busy with various kinds of classroom activities during one lesson period to avoid the students’ getting bored. Different kinds of activities keep the students awake and help sustain the freshness of the lesson as well as the students’ learning motivation.

Teachers could also sustain the students’ interest by having several short breaks during the lesson in which students are allowed to talk about random topics or fun riddles, to joke with the teacher, or to go to the restroom to refresh before continuing the lesson. Short breaks provide the teachers and the students with a very great opportunity to build a good relationship with one another. A good relationship usually entails trust and respect, which in turn could minimize the students’ playing or misusing their iPads behind the teachers’ back as they respect their teachers.

Not only that, teachers are also suggested to grade the students’ notes which are taken in iPads and reward the students with extra points or things to motivate them to annotate and pay attention to the lecture. The more the students

like the reward, the more they are encouraged to concentrate on the lesson and take notes.

Furthermore, teachers could occasionally utilize Google Classroom as an online discussion forum that serves as an alternative to the class discussion. This is to encourage shy students to participate more in the discussion and to give each student an opportunity to respond to a topic in the forum by commenting on it. In a big class discussion, not every student gets the chance to speak up their opinion. An online discussion enables each student to have their own platform to express their thoughts and ideas regarding a topic.

Another way that teachers could do to prevent the students from being distracted by their iPads is disciplining them by threat of the confiscation rule, even though it is not very recommended as high school students are supposedly mature enough. However, if the confiscation rule is still deemed necessary, teachers are highly suggested to implement it seriously. Often when the rule is lenient, students become ignorant and continue violating it with no fear of bearing the consequences. To an extreme end, the rule could consist of confiscation period that ranges from one day to one week, depending on the degree of violation. Nevertheless, this way of disciplining the students would eventually be minimized as teachers and students earn trust and respect for each other in their growing relationship.

The five previous paragraphs provide suggestions addressed to the teachers in an attempt for the students to have efficient learning while using iPad as one form of CALL. As for the students, it is understood that any forms of distractions are sometimes irresistible during a long monotonous lesson. However, even when

it does not feel right to take notes, students are suggested to listen and pay attention to the teachers speaking in class as it is the least form of respect and good discipline they could show to the teachers. Moreover, students might find the knowledge shared by the teachers useful to some extent in the future, even if it seems uninteresting initially. Therefore, apart from showing good attitude and respect, paying attention to teachers benefits students as well.

