

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusion of the study on high school students' perceptions of the use of the Internet and online materials in learning English reading. It also puts forward some recommendations for English teachers and future researchers who study a similar topic.

#### **5.1 Conclusion**

The study has been conducted to find high school students' general perceptions of using the Internet and online materials in learning English reading, also to reveal the benefits and difficulties they have encountered during their learning in the classroom. The following paragraphs convey the whole conclusion based on the results of the questionnaire and the interview.

The questionnaire results are obtained from 20 statements given to the students. The questionnaire is conducted to gain the answer to the first research question, concerning the students' perceptions of using the Internet in learning English reading. Most of them have positive responses about their perceptions of using the Internet to find English reading materials, specifically because the Internet could give them more benefits than books. However, there are few students who disagree with some of the statements in the questionnaire. Based on the results of the study it can be concluded that the Internet is a good learning tool for learning English reading because it has many benefits including the fact that it is easier and quicker to find reading materials.

To answer the second and third research questions, the researcher has used interview to gain the detailed answer from the selected students about the benefits and difficulties which they have found in using online reading materials. The researcher has found seven benefits in the study namely online materials are useful, online materials are able to increase the students' vocabulary and to improve their knowledge, they are easy to use, fast, simple also cheap to find, easier to understand than books, they contain various and up-to-date topics. Apart from the benefits, there are the occasional difficulties of using online reading materials for learning English reading such as untrustworthy sources, connection problems also student's poor English and their insufficient ability to access the Internet. Based on the findings above, it can be concluded that online materials are recommendable to use in learning English reading.

Many of the findings related to the benefits or difficulties are in-line with some previous studies of similar topics. It has been explained before that this study refers to similar studies of Gilbert (2017), Hamdan (2017), and Sudiran (2015). The findings of this study have similarities to those of the previous studies. One of them is most of the students have responded positively to the use of the Internet and online materials in learning reading. However, there are also dissimilarities, such as the use of diagram, table, audio or video provided in online materials make it more interesting.

On the other hand, a study of Tseng (2010) has concluded that the students dislike the use of online materials. Tseng has mentioned several different negative responses given by the students. It is said that online materials could cause eyestrain and the screen on the computer is too bright. Other previous studies have also found different negative responses such as the advertisements that appear in online materials, the text of online materials which are too big or bright, and confusing diagrams and tables. This study has found negative responses that mainly are due to connection problems because some of the schools in Indonesia especially in Bandung have small range connection and bad quality of the signal, also untrustworthy sources. In fact, some students do not know how to find and select required online materials from reliable sources.

## **5.2 Recommendation**

Based on the results of the findings, the researcher suggests some recommendations as follows.

First, using the Internet as a learning tool to teach English reading, could be beneficial for the students. This is because the Internet is more practical to use than books. As students have stated that online reading materials are more interesting than books, teachers are to use more reading materials, because they are more attractive, contain various topics and they are beneficial for learning activities. Teachers are to help students to find trustworthy materials so that they will become more interested in the learning activities. Teachers are also to guide their students to find and to select suitable materials for learning.

Second, for future researchers of similar topics, the researcher recommends that the study involves participants of various levels (junior high school, senior high school and university students) and more data collection techniques, for example by using class observation to get more information about the class, by observing the learning facility provided by the school, specifically the Internet connection and the gadgets so that they will have more insight about the learning activity. It is recommended to interview the English teachers to get more information related to the use of online materials in learning English reading. The researcher also believes that the future researchers should make more detailed questions or statements so that the results of the study would be more accurate.