CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers a brief summary of Chapter One up to Chapter Four and the conclusion of the study as well. This chapter also provides suggestions for further study in the respective field.

5.1. Summary

This study aimed at finding out whether the students taught with computer obtained better achievement on the Present and Present Progressive Tense than those taught without computer. The motivation of this study came from the fact that the majority of the first grade students of senior high school often get difficulties in doing contextual exercises due to the absence of appropriate media, which can aid them in giving a model how to put correct tense in the context. Therefore, this study was aimed to research about the first graders' problem of learning English, especially Simple Present Tense and Present Progressive Tense and offer a way to solve the problem.

In fact, there is a wide variety of media that can be used in teaching and learning grammar such as video, pictures, short stories, tape, Over Head Projector, and computer. However, the media suggested in this study is computer. According to Culp and Hurbert (1986), computer is a great tool that may help people do certain activities faster and more accurately. With its great accuracy and speed, computers also allow teachers and students to do certain educational processes

more effectively. Considering the advantages of the computer, it was decided to use it as a medium in teaching Simple Present Tense and Present Progressive Tense to the first grade students of senior high school.

This study was conducted based on the importance of computer in language learning and the importance of English tenses. The using of computer in language learning has the potential in mastering the English tenses, as the bridge to understand the English language, since it plays the roles of instructor, and collaborator and has various capabilities; sounds, graphics, interaction, evaluation, adaptive instruction, etc, which cannot be found among any other media (projector, tape recorders, textbooks, etc). The alternative hypothesis was as follows: "There is a significant difference of the Simple Present and Present Progressive Tense achievement of the students taught with computer and those taught without computer".

An experimental study was then conducted in this study. As the subject of this study, which consisted of 50 students, the first grade students of Santa Maria senior high school class X.5 and X.6 were chosen. A test of Simple Present Tense and Present Progressive Tense was given to detect the grammar achievement of the subject of this study. The test consisted of 30 questions; 20 items of completion and 10 items of multiple choices.

The t-test formula was applied in data computation. The aim of the computation was to see the difference of the Simple Present and Present Progressive Tense achievement of the students taught with computer and those taught without computer.

The result of t-test indicated that the Simple Present and Present Progressive Tense achievement of the students taught with computer is significantly better than those taught without computer.

After considering the discussion presented in Chapter IV and the summary above, it was concluded that there is a significant difference of the Simple Present and Present Progressive Tense achievement of the students taught with computer and those taught without computer. This happened because the computers are able to show the learners' mistakes and immediately give the explanation or feedback about the mistakes. As a result, they were able to get better achievement rather than students who were taught without computer.

5.2. Suggestions

This study is a preliminary one and was conducted under limited time due to the administrative constrains, this research could not possibly done in a wide scope. Nevertheless, with the findings on the field, some suggestions for further study were given.

Firstly, the treatment intensity in this study was very limited, since it was only conducted two times. It would be better if future researchers can multiply the number of the treatments. Besides, next researchers are suggested to implement the application of the computer software to the second or the third graders. Due to the very limited time, the software was implemented to the first grade students only.

Next, next researchers should pay more attention to the students' ability in operating computer before making the program. No matter how good the program is, it will be useless if the students do not understand how to operate it at all. Fortunately, in this study, it was found out that the majority of the students were quite good at operating the computer so that the program could be directly started from the very beginning. Otherwise, it was necessary to teach them first how to operate the program.

The third suggestion for next researchers is about the computer program. It must be clear and easy-to-learn for the students. In so doing, the students will not get confused and the next researchers can save more time in teaching them because he does not have to explain and teach them one by one several times. The computer program used in this study was already easy-to-learn for the students. However, it was not clear enough. It seemed that his program had too many directions, which made the students unable to run the program smoothly. Thus, it is recommended to make the program as clearly as possible by providing few but clear directions to lead the students to operate from the beginning until the end of the program without any technical problems.

Next, it would be a good idea to add more animations, pictures, or even sound of related subject. It was discovered that the students were excited and interested only in the beginning of the program since they were entertained with animations and pictures. Moreover, it seemed that they felt a great disappointment with the rest of the program since there were only animations but no pictures in

the middle and the end of the program. Thus, next researchers are suggested to provide their programs with more animations, pictures, or sound.

The last suggestion is that it would be better if each student gets a copy of the program in a disc so that the student can also learn it at home. It is very important because they generally forget what they have learnt at school if they do not study again at home.

Moreover, in education system, information technology was formally integrated into the school curriculum when the National Curriculum was devised (the information above is available at http://en.wikipedia.org/wiki/Information_technology). Then, it is realized that the work covered is useful in all subjects. Therefore, it is greatly expected that the use of computer, as one of the information technology, can be implemented in all subjects, not restricted only for English subject.

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