

CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents research conclusion and suggestion. The conclusion is drawn from the interpretation of the research findings, whereas suggestion is addressed to English teachers and future researchers who are interested in conducting similar research.

V.1. Conclusion

The result of this study proves that the implementation of CALL by using DynEd program significantly improves the students' English proficiencies. The evidence is shown by the statistical computation of independence *t*-test in posttests scores between the control and the experimental groups which indicates that there is significant different means of the two groups. Moreover, paired *t*-test was also calculated in pretest-posttest of the two groups. The result of the control group test does not show any significant difference between pretests and posttests means although the posttests means is higher than pretests means. On the contrary, the result of the experimental group test shows significant difference between pretests and posttests means. Therefore, the English proficiency of the experimental group improved significantly after getting the implementation of CALL by using DynEd program. Furthermore, from the calculation of the effect size, it shows that the implementation of CALL by using DynEd program has a large effect in improving students' English proficiencies.

Moreover, the result of the questionnaire also supported the findings. Most of the students perceive that the implementation of CALL by using DynEd program improves their English proficiencies and triggers their motivation and interest in English learning.

Finally, it is concluded that the implementation of CALL may be implemented as an alternative method in improving students' English proficiencies, especially by using DynEd program for vocational high school students. Moreover the students' responses toward the implementation of CALL by using DynEd program in improving their English proficiencies are good.

V.2. Suggestion

Suggestions are directed to English teachers and future researchers. CALL can be implemented as an alternative method in improving students' English proficiencies. It is because CALL makes students comprehend language faster and easier than using traditional method. Moreover, CALL makes students experience interactive experiment, which previously seemed hard or impossible, such as interacting with a native speaker. Besides, CALL also improves students' motivations in learning English. In conclusion, CALL improves students' English proficiencies. Yet, the teachers are suggested to have technical competence in implementing CALL in order to build effective and directed teaching-learning process. The program used in implementing CALL not only DynEd, it can be other programs. The most important thing in selected the program is it must be suitable with the students' needs.

Further researchers are suggested to conduct the research on implementing CALL by using different programs or in particular skills of English. Moreover, researchers are also suggested to conduct longer research and more samples to get more detailed and insightful results.

