

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, various findings of the research are drawn together and some theoretical as well as practical implications of these findings are suggested.

5.1 Conclusion

The aim of this research is to describe the utilization of multimedia technology by the teacher in teaching English to young learners, and also to investigate the students' responses and the teacher perception toward the utilization of multimedia technology in English teaching and learning process.

The data analysis from the observation aimed to answer research question number one regarding the teacher utilization of multimedia technology in teaching English to young learners. It can be concluded from the data that the utilization of multimedia technology is related to its functions as instructional media. The teachers utilize the multimedia technology as a tool which helps them to (1) gain students' attention, (2) recall prerequisites, (3) present learning objectives, (4) support learning through examples and visual elaboration, (5) elicit students' responses, (6) provide feedback, (7) enhance retention and transfer the abstract concept, (8) assess students' performance.

The utilization of multimedia technology in English teaching and learning activity also gain a positive response from the students. It can be inferred from the questionnaire data, that the majority of the students agree that learning English using multimedia technology is more interesting rather learning English with the conventional method (i.e teacher-centered and textbook-centered). Most of the students show their eagerness to learn English to learn English using multimedia

technology and their willingness to learn English using multimedia technology in their future learning.

All teachers who participate in this study have a positive perspective toward the use of multimedia in English teaching and learning activities. The teachers agree that multimedia makes young learners become highly motivated in learning English, and creates an enjoyable learning environment for the students. Multimedia technology creates opportunities to engage the students in meaningful and authentic learning. In addition, multimedia also claimed to be beneficial in helping the teacher in preparing the learning materials and delivering the learning materials.

5.2 Suggestion

In order to increase the effectiveness of the multimedia technology utilization in teaching English to young learners, it is suggested that English teachers should play the leading role even if they use multimedia technology. Teachers' roles should not be replaced by the technology. More importantly, the teachers are expected to be a guide for the students in using multimedia technology. In this context, the teachers should be aware of the disadvantages from the technology. Thus, teachers can prevent those disadvantages from affecting their students learning process of English.