

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of two major parts. The first part discusses about the conclusion, the major findings for answering the research questions. The second part discussed about the recommendation that need to be applied by practitioners of CALL based on the result of the study.

5.1. Conclusion

The conclusion of this study will be discussed based on the research questions as proposed in chapter I Section 1.2. There are two research questions, which addressed in this study.

Data from observation, interview and questionnaire related to the first research question i.e. the implementation of CALL in teaching speaking can be concluded into two models. Among others are: 1) the implementation of CALL in a multiple-computer room; and 2) the implementation of CALL in one-computer room (Smaldino 2005). These findings are relevant to the theory of CALL as suggested by Beatty (2003), Egbert (2005), Smaldino (2005), and Dudeney and Hockely (2007).

The English teachers used various programs in implementing CALL in teaching speaking. The programs are: speech recognition, sound recorder, English ALIVE (Simulation and multimedia package), CLD (Cambridge Learners' Dictionary), Digital dictionary (Indonesia-English & English-Indonesia), Games (including puzzle, scrabble, and Who Want To be Grammarian), Grammar

checker and Thesaurus as the features of Microsoft Word, and Voice Chat in LAN (Local Area Network). It seems that these findings support the findings in previous studies as done by Kern (1995), and Herring (1996).

Based on the analysis of data from observations, questionnaire and interviews, It can be concluded that there were five findings related to the benefits of implementing CALL in teaching speaking. They are: (1) providing ample exposures (opportunities to hear and see the use of target language); (2) enhancing the students' confidence (in students' performance to use the target language); (3) creating the class more active (with various learning activities); (4) developing student-centered learning (improving their speaking interaction pattern); and (5) providing authentic material for learning.

However, there are also some hindrances that are gained from the analysis of data from observations, questionnaire and interviews. Among others are: (1) relying much on software and or programs; (2) needing update for program periodically; (3) consuming electricity current so much.

5.2. Recommendation for Further Studies

The researcher conducted the study to reveal the process of implementing CALL in teaching speaking in the class. Based on the findings of this study, which may not be able to be generalized to other settings, *firstly*, it is recommended that CALL be gradually but intensively implemented in Indonesia. The use of computer in curriculum for Junior and Senior High school was established by our government in the planning of national education program,

indicates the necessity of the implementation of CALL in the teaching and learning in Indonesia (Departement Pendidikan Nasional 2003). The findings of this study, which give the description of how to implement CALL in speaking class, confirm the importance of the implementation of CALL in English classrooms in Indonesia intensively.

Secondly, for the teaching of English by implementing CALL, it is recommended that the teacher should prepare the software, which can be connected to the internet in order to enhance the quality of CALL in language teaching. If the teacher uses the off line software, he/she must find the full version programs (non-updated computer program) not the share ones.

Next, based on the findings, the personal computers rely on electricity current. In Indonesian context, the turning off electricity always happens. Therefore, the English teacher should schedule the implementation of CALL in the class.

Then, for the English teachers in Indonesia, we may not be technophobes (those who are afraid of using computer) anymore since the development of computer software really helps to teach English better and better as far as we can select the proper programs or software for our students.

The last, for the future researchers, they need to make deeper studies about CALL in order that many English teachers can get more information about how to implement CALL in their teaching process.