

CHAPTER V

Conclusions and Recommendation

This chapter presents the conclusions of the present study on the basis of the findings revealed from the data analyses presented in the previous chapter, and present suggestions for further study and for the users of the courseware. Accordingly, this chapter is divided into two parts, i.e. conclusions and recommendations.

5.1 Conclusions

The conclusions of the present study are directly related to the research problems, the answers to which become the basis for drawing the conclusion.

With regard to the first research problem, i.e. the processes involved in the reading materials preparation and the courseware production, it is found that there were five processes of preparing the reading materials and three processes of producing the courseware. It is also found that the processes was time should be systematic and strongly based on theories on pedagogy, psychology, and multimedia learning. For this reason the process should involve at least four experts, i.e. a language education expert, a software engineer, an artist, and a technician.

Concerning the second research problem, i.e. the students' and teacher's responses towards the courseware, it is found that both the students and teacher gave positive responses. They were interested in the courseware and considered the materials interesting, useful, and different from those used in class.

Finally, with regard to the third research problem, i.e. the courseware's effectiveness, it is found that the courseware increased the participants' reading ability. However, this finding, which was obtained through a pre-experimental design, was preliminary.

It can therefore be concluded that effective courseware production requires systematic plans and steps that are theoretically sound and a solid teamwork of several experts so that the users will obtain meaningful learning experiences. Despite this high requirement, the development of reading courseware as supplementary materials for the textbooks is worthy since the reading courseware received positive responses from both the students and teacher and was preliminary proven effective in improving the students' reading skills. The reason for the students' and teacher's positive responses and the courseware's effectiveness perhaps is due to the nature of multimedia. Multimedia provides interactivity between the users and the computer, incorporates various modes of inputs, and accommodates the users' learning preferences. Moreover, the various modes of inputs are packaged in a single software so that the users do not need many types of equipment like television and tape recorder. They only need to use the computer.

Further, although the focus of the courseware is reading, other language elements, such as speech, can also be incorporated to support the reading skill. This is in accordance with the nature of multimedia itself, which support learning through various modes of inputs.

5.2 Recommendations

Besides the relatively satisfactory results, the present study has several limitations, i.e. (1) the courseware is only intended for increasing student's reading comprehension, (2) the courseware is not field-tested in the real classroom where it is integrated to the textbooks used in class, and (3) the effectiveness examination does not involve the control group. It is therefore recommended that further research develop courseware for other language skills, try out the courseware to a larger number of participants by integrating it with the syllabus used in class, and examine the courseware's effectiveness through true experimental design which involves a larger number of participants and a control group so that the results can be generalized.

Meanwhile, with regard to the practical consideration, the courseware developed may contribute to the teaching and learning of English in junior high school, particularly to the 8th grade students. Due to the nature of multimedia that accommodates various modes of inputs and learning preferences, it is recommended that teachers use the courseware to promote self-directed learning. Teachers may also use it as supplementary material for their English class and as a starting point to develop his or her teaching plans. It is also recommended that students use the courseware individually at school or at home to increase their reading comprehension skill through independent study. This way the students may learn to be responsible for their own learning process.