

## Chapter V: Conclusion and Suggestion

This chapter consists of conclusion and suggestion of the research based on the explanation in previous chapter.

### Conclusion

The overall result from observation was well done. From observation, the participants follow the steps how to use “MyWordbook” application, even though some participant in the second and third meeting did not follow some of the steps, but that is because of the students have already know the rules before. When observation is carried out, the students enjoyed their activities in the class when the teacher implement the application as an instructional media in teaching English.

From the interview, there were three indicators that the researcher used to gather the data about the teacher perception by using “MyWordbook” application in English teaching. Such as the general information about technology in English teaching, “MyWordbook” application as a media in English teaching, also the advantages and disadvantages of “MyWordbook” application. In this point the researcher interviewed the participants about their perception about their knowledge by using technology application in teaching English general, technology in teaching is a good way to help teacher and students in teaching and learning process.

Furthermore, “MyWordbook” application in English teaching. This application one of the vocabulary tools for learners. This application can be used to study vocabulary easy. Because there are the picture, definition, example, and

how to pronouns to make the students easy to memorize the words. The data showed that English foreign language teachers in SMP N 3 Limboto use “MyWordbook” application in English teaching. But it must match with the material because not all the material will suitable used this application. In addition, there were the data of research discussion from interview of the advantages and disadvantages of “MyWordbook” application. Based on the data from the teachers’ perception, the advantages of “MyWordbook” application are helpful the teacher to deliver the material, to make students easy to memorize the word because there is image of the word to help the students easy to memorize, and this application did not need internet connection.

Then the disadvantages of “MyWordbook” application such as; spends more time if the teacher must design the vocabulary one by one. Vocabulary in this application only limited and must to pay before. And just some topic suitable to use this application in English teaching. Overall, “Mywordbook” application is good application to use in English teaching. With the something new instructional media make the students enjoy and exited to learn the material. In conclusion “MyWordbook” application is good based on the teacher perception; they were agree to use this application; and this application can be applied in teaching and learning process because able to help students to memorize the word to make them have many vocabulary so it can improve their English skill.

### **Suggestion**

Based on the result of data analysis, it can be suggested that teachers who want to use this application in teaching should think the topic of material suitable

if the material can be design using this application or not because not all learning material will suitable using this application. Moreover the use of technology which is application in this study really helpful the teacher and students in teaching and learning process. Using something new instructional media in teaching can attract students' attention and students look enthusiastic in learning.

## References

- Af'idah, Z. (2017). The Perception Of First-Year English Department Students at Universitas Airlangga Toward The Use Of Duolingo Application For Learning English . *Repository*.
- Allen. (1997). Classroom Foreign Language and English as a Second Language. *New York: Harcourt Brace Jovanovich*.
- Brown, H. a. (1995). Vocabulary, Semantics and Language Education. *Cambridge University Press*.
- Calero. (2009, December 8). *The EFL Teacher and the Introduction of Multimedia in the Classroom*. Retrieved from Computer Assisted Language Learning.: <http://0-web.ebscohost.com.library.newcastle.edu>
- Danielczak, M. (2013). *My Word Book app*.
- Dr. Suparyanto, M. K. (2011, Juli). *Konsep Persepsi*. Retrieved from <http://caralengkap.com/2011/07/konsep-persepsi.html>
- Faisal, S. (1990). Penelitian Kualitatif, Dasar dan Aplikasi. Malang .
- Gagne, R. (1916). *Teacher Discovering Computer : Integrating Technology in a Changing World*. Retrieved from <http://books.google.co.id>
- Harmer, J. (2003). In *English Language Teaching* (pp. 154-156). [www.Longman.com](http://www.Longman.com).
- Ismail, S. A. (2010). Teachers' perceptions of the use of technology in teaching languages in. *International Journal for Research in Education (IJRE)*, 1-2.

- Khatimah, N. H. (2014). *WordPress*. Retrieved from  
<http://nurhusnilkhatimah.wordpress.com/2014/01/20/mywordbook/amp/>
- Marshall, C. G. (1995). *Designing Qualitative Research*. In S. Edition. London:  
International Educational and Propessional.
- Min Pun, P. (2013). THE USE OF MULTIMEDIA TECHNOLOGY IN  
ENGLISH LANGUAGE. *International Journal of Interdisciplinary  
Studies*, 31- 33.
- Mohsen, M. A. (2014). *EFL Teachers' Perceptions on Blackboard Applications*.  
Saudi Arabia: Canadian Center of Science and Education.
- MyWordbook 2*. (n.d.). Retrieved from british council: [www.britishcouncil.org](http://www.britishcouncil.org)
- Shyamlee, S. D. (2012). "Use of Technology in English Language Teaching and  
Learning": An Analysis. *International Conference on Language, Medias  
and Culture*, 150-152.
- Sobur, A. (2009). *Psikologi Umum*. Retrieved from CV Pustaka Setia : Bandung.
- Sugiono, P. D. (2016). *Metode Penelitian Pendidikan*. Alfabeta Bandung.
- Vithessonthi, C. (2005). *A Perception-Based View of the Employee: A Study*.