

## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

#### A. Conclusion

The conclusions are divided into three categories, the different reading comprehension for student taught with CALL and taught with books, CALL improves the interest of learning reading comprehension for students and the effect of students' interest on their achievement.

1. The Difference of Reading Comprehension Score for Students Taught with CALL and Taught with Books.

The results of research shows that the application of CALL technique able to improve students' reading skill. It covers some aspects such as pronunciation, comprehension and grammar. The improvement of reading skill can be seen from the result of tests. The mean of pre-test for treatment class (8E) is 57.03, the mean of post-test class (8E) is 77.79. the improvement is 20.76 points. The mean of pre-test for 8F (experimental class) is 58.82 and post-test is 81.74, the improvement is 22.92 points. The sig (2-tailed) for pre-test between 8E and 8F are  $0.454 < 0.05$ , it means that there is the different significantly. The sig (2-tailed) for post-test between 8E and 8F are  $0.034 < 0.05$ , it means that there is different significantly. The pre-test and post-test score in 8F are  $0.00 < 0.05$ , it means that there is different significantly between pre-test and post-test in 8F class. So, it can be concluded that CALL technique influences on reading skill in 8F.

2. CALL improves the Interest of Learning Reading Comprehension for Students Eight Grade in MTs N Bekonang.

The second is CALL technique improves students' interest. Based on the research discussion of findings, Students' reading Scores in 8F class before taught with CALL, the average of students score is 63.82 with a highest score is 71.00 and the lowest score is 57.00. The average of reading score in 8F class after being converted qualitatively also included in the moderate category. After taught with CALL, students' interest has increased. The average of students' interest score is increased to 74.15 with an increase of 10.33 or a total of 13, 93%.

From the inferential analysis is used by t-test, as the description in appendix 26 is obtained information that the difference of students' reading scores in 8F before and after taught with CALL is different significantly. It can be concluded that taught with CALL is increased in the students' interest on their reading.

3. The Effect of Students' Interest on Their Reading Achievement.

The third is effect of students' interest on their reading achievement. Coefficient value is 7.547 and coefficient students' interest is 0.443. this means regression equation can be written the following:

$$Y = 7,547 + 0,443X$$

Based on the analysis above is concluded that there is a significant effect of students' interest on their reading achievement in 8F class of MTs N Bekonang with large effect is 63.5%.

The influence of students' interest is 63.5%, it means that the students' reading comprehension is strongly influenced by the students' interest. The other influence is 33.5%.

## **B. Implication**

Based on the conclusion of all data in research, the benefits of using CALL technique influences 8F as treatment class. The result of the research is same with Bhatti (2004) who conducted research focused on CALL and reading skills. The research was action research. This research study included two randomly selected groups of ninth-grade students of a public sector secondary school. Both groups received 24 lessons either through CALL or through an instructor-led method. The result of the research showed that CALL was 35% more effective than the traditional instructor-led class.

Heiss (2007), reported that there the result was a male students' interest in the reading topic does not necessarily predict his success on reading comprehension measures. Teacher can not improve RCS (Reading comprehension scores) among male students simply by integrating texts of high interest to boys. The result of Heiss research was different from last research by Higginbotham (1999) because the Higginbotham's research found that there was a male student's interest in the reading topic necessarily predict his success on reading comprehension measures.

The illustration above implies that the use of CALL can be used to teach reading skills. This technique has several advantages, learners to be active in the learning process rather than passive recipients since they control their own learning in a technology-enhanced learning environment (Brown, 1991). Bancheri (2006) also asserts that the role of teachers in the new era technology is not only transmit new knowledge, but to give students tools to acquire knowledge and recognize the value of what they see in books and software as well as on the internet.

The result of research implies that CALL can improve the students' interest, they want to read and comprehend the texts and teacher has to more control them to learn using CALL.

### C. Suggestion

Based on the previous experience that the researcher got during the quasi-experimental research, the researcher can give suggestions for the betterment of students' reading skill and students' interest as follow:

1. For English Teacher:

Teachers are the people who are in the field of teaching so, the researcher suggested them to:

- a. Adopt modern techniques that enhance students' participation and interaction such as CALL technique.
- b. Consider students' individual differences and make the class a suitable environment for all students to practice in the classroom activities.
- c. Exchange personal experiences among teachers to compare and select the best ways of teaching.
- d. Increase their positive feelings (likes interest) towards reading comprehension skills as they are not receptive skills otherwise they are interactive skills.
- e. Motivate students and provide them with suitable reading materials to help them discovery knowledge, concepts and relations in the texts.
- f. Adapt educational technology in order to create enjoyable learning.

2. For Principal:

In this demain, the researcher suggested the following:

- a. Provide teachers with lesson plans and modern strategies for teaching different skills based on appropriate method and technique such as discovery method is used CALL technique.
- b. Encourage teachers to exchange visits and hold periodical meeting to discuss new method and technique of teaching.

- c. Facilitate teachers' missions through providing them with worksheets needed for their lesson and through the available services of the computer or internet to search in methodology issues.

3. For Further Researchers:

In order to extend the finding of this research, the researcher suggested the following:

- a. Conduct studies based on CALL technique not only on reading comprehension skills but also on other skills as listening, speaking and writing.
- b. Should be conducted on the effectiveness of English Reading in eight grade of junior high school.