

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is divided into two sections. The first section is the research conclusion, and the second section considers the suggestions. The researcher draws decisions based on the results of the data investigation after investigating the effect of language learning improving technology in speaking from one of the class X MAN 1 Cirebon students. The researcher also suggests using teaching techniques to improve speaking language learning.

#### **5.1 Conclusion**

Here, the researcher wants to show conclusions based on observation and interview data as follows:

The Application of TELL for English Learning in the Twenty-First Century there are communication skills in the usage of TELL in application when teacher and students discuss using applications via video calls or voice notes while discussion forums. Collaboration ability is also present when students are assigned group assignments together, but due to the considerable distance, some students do it alone. When students work in groups, they use the application to communicate with one another and with their peers. The teacher uses video as a lesson on creativity abilities and also employs power points in learning.

The main objective of this research is to analyze technology-enhanced usage language learning to improve high school students' speaking skills. Way to provide a more interesting, Fun and effective teaching. The findings show that learning uses interactive technology and using interactive technology games learning is fun and interesting for high school level. In addition, the role of using games and technology is to help students improve their interest in learning English especially in speaking. Using games and technology first important for teaching English because it gives learners to be creative thinkers, creative 21 learner, then can let the learner to have their own imagination by watching the video as they are

activities, and also help students to memorize words clearly and speak correctly.

Meanwhile, some students had a negative perception of the media used by the English teacher in the learning process, claiming to be less enthusiastic about learning English because they were afraid of how it was pronounced, as well as environmental factors, expressing their opinion because they were lazy, alert, and fearful of being incorrect in learning English.

## 5.2 Suggestions

The researcher makes some recommendations based on the above conclusion. Hopefully, these suggestions will be helpful for the readers, especially for a headmaster MAN 1 Cirebon, teacher of English, researcher and suggest others. This research was conducted within a very limited time, the sequence of research and development steps was incomplete, and the literature was limited.

1. The headmaster of MAN, 1 Cirebon to encourage the teacher to apply in teaching and studying English.
2. For an English teacher, it is beneficial to implement technology as one of the alternative strategies for teaching English especially.
3. The researcher must improve the language by teaching English, since students speaking skills can improve by doing so.
4. For other researchers, it is beneficial as an addendum and becomes referencing research relating to this research.