CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion of this research deals with the response to the research question based on the preceding chapter's result and the discussion. The answers to the study question about the characteristics of appropriate guidelines for using applications in learning English are the characteristics of an appropriate guideline for using applications in learning English at junior high school and the prototype of guideline for using applications in learning English at junior high school students. Moreover, characteristics of an appropriate guideline for using the application in learning English at junior high school can be concluded as follows:

1) Learning English using applications is very challenging to face. A good application cannot ensure a maximal result if the user does not have enough knowledge on how to use it. The likely result comes if both the applications and the user work together to make it easy for the researcher to make application guidelines. There are some characteristics of application guidelines in learning English. Firstly, providing theory-informed 'do and don'ts' that should be segmented into the audience. Namely, using the full name for WhatSapp, turning on the camera on video conference, being actively involved in the discussion, and so on—secondly, presenting all the implications of the guideline, including the standard of applications, how to use the application, and the availability of information. Thirdly, presenting the contents of the practical guide for using apps in teaching English, such as; language focus, skill, media, goals, preparation, and activity. The last is presenting how to select the apps by selecting a checklist.

2) Based on the interview result and critical review, the researcher developed the prototype of the application guideline for learning English in junior high school. The guideline is arranged by some

components that must be included. Firstly, the guideline's title includes the year of publication and author information. Secondly, the abstract contains the preamble/introduction, the objective of the guideline/goals, and the target audiences. The last, the recommendations summary includes app recommendations and rationale for recommendation/ evidence to decide—following the main text of the guideline that separates into four parts based on each skill.

5.2 Suggestion

In this part, the researcher provides three points of suggestion to the teacher, students, and other researchers of English online learners as the focus of this research and for the future research:

1) Suggestion for teacher

In the future, the teacher can explore or improve the guideline using the application in each topic for each meeting. Moreover, it can add various activities to make learning English using applications more exciting and reach maximal results.

2) Suggestion for students

To up the spirit of learning English using applications, the students can get the achievement if they can increase their self-motivation and self-improvement. Because both of these aspects are very important, they result from learning English using applications; therefore, the students must up the self-motivation and self-improvement to learning English using applications.

3) Suggestions for other researchers

In the future, the researcher can explore or improve the guideline using various applications, methodologies, tools, cases, and data collection items. For greater specificity, this research could be used to produce additional references no more than three years ago.