CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings deduced in the previous chapter about teachers' challenges in implementing multimedia computer assisted language learning in reading narrative text activities, the researcher found that there are several points which can be concluded as following description:

- 1. The finding proved that in the implementation of multimedia computer assisted language learning in reading narrative text activities; the English teachers have implemented several points which support the implementation of multimedia computer assisted language learning in reading narrative text activities. They are:
 - a. The teachers' multimedia learning materials are appropriate with the objectives and the learning materials.
 - b. The teachers provide explanation of a concept.
 - c. The teachers provide the opportunity to do exploration.
 - d. The teachers' multimedia learning material fulfills the material in the right size, accuracy, and clarity.
 - e. The multimedia learning tools are not harmful for the learners or teachers.

- f. Multimedia learning is used as part of the learning material, not as a distraction or entertainment.
- g. Students have a responsibility in the implementation of multimedia learning.
- h. Multimedia learning material contains positive messages.

However, the English teachers have several difficult tasks in teaching reading narrative text using multimedia computer assisted language learning, they are: How to make class lively, and how to integrate multimedia into the teaching material. On the other hand, the finding also proved that there are positive factors which support it, they are: The facilities and the students' responsibility in take care and save multimedia tools.

- 2. While for the second research problem, the findings showed that there are some challenges faced by teachers in the implementation of multimedia computer assisted language learning in reading narrative text activities, they are:
 - a. How to improve the teachers' computer competence
 - b. How to manage and follow the development of the technology with improve their professionalism without administrator's sufficient support.
 - c. How to incorporate the multimedia into the teaching instruction.
 - d. How to improve the students' reading competence and how to arise their motivation.

- e. How to manage their time to prepare the multimedia with the material appropriately to satisfy students' need.
- 3. As the result of the interview, the teachers have efforts in order to overcome the challenges, they are:
 - a. The teachers join seminar or training about how to implement multimedia computer assisted language learning material, especially seminar which related to multimedia to teach reading narrative text.
 - b. The teachers should share and do evaluation with the other teachers or friends about how to teach multimedia computer assisted language learning material in teaching reading narrative text effectively.
 - c. Teachers should learn how to develop the students' motivation in order to make they can active and can follow the lesson well.
 - d. Teachers should have contact with the computer programmer in order to discuss about how to create and manage multimedia computer assisted language learning in teaching reading narrative text.
 - e. The teachers request school administrators' support and the government support in order to create the innovative and creative multimedia in teaching.

B. Suggestion

After conducting the research about teachers' challenges in the implementation of multimedia computer assisted language learning in reading

narrative text activities, there are some significant suggestions from the researcher stated as follows:

1. For Teachers

- a. Teacher should shift from teacher-centered to students-centered approach in explaining concepts, because its procedure tends to make the students into passive recipients of knowledge.
- b. Teacher should look for training opportunities and demand time to learn how to use multimedia computer assisted language learning into reading narrative text activities in order to make they can teach students effectively.
- c. Teacher should do reflection on their own teaching practices in order to make their reading narrative text material appropriates with the objectives of the study and the teaching learning process can run effectively.

2. For School

- a. School which taking charge of the implementation of multimedia computer assisted language learning in reading narrative text activities should have training program continually to discuss the teachers' challenges in the teaching learning process and find the alternative solution to overcome the challenges.
- In order to make teachers easier to develop multimedia computer assisted
 language learning into teaching material, school should have

administrators' support in managing and developing multimedia computer assisted language learning into teaching material, especially in reading narrative text activities.

3. For Further Researchers

The research about teachers' challenges in implementing multimedia computer assisted language learning in reading narrative text activities still never conducted in English Teacher Education Department Sunan Ampel State Islamic University Surabaya. Whereas, this research is needed to be analyzed and discussed so that teachers' challenges in implementing multimedia computer assisted language learning in reading narrative text activities will become new literature. Therefore the researcher hopes that this research could give knowledge or perception for the reader and the students of English Education Department or other department of State Islamic University Sunan Ampel Surabaya.

Moreover, recognizing the result and the significance of this research, the researcher comes with suggestion to further researchers who are interested to conduct the research about teachers' challenges in implementing multimedia computer assisted language learning in reading narrative text activities. Along with this research limit the scope only on the subject of reading narrative text, the further researchers can conduct the same research in other

subject such as teachers' challenges in implementing multimedia computer assisted language learning in writing descriptive text activities.

In addition, the further researcher can also broaden the area or limitiation of this study, such as teachers' and students' challenges in implementing multimedia computer assisted language learning in reading narrative text activities. Hopefully, by conducting this research, the further researchers can acquire broader insight than this recent research.