Chapter Five

Conclusion and Recommendations

Chapter five presents conclusion and recommendations. This chapter is divided into two sections. The first section is conclusion in which the researcher summarises the recent study from all chapters. The second section is recommendations. The researcher, based on the results of this study, gives recommendations for students, teachers, schools, and other researchers.

Conclusion

This section presented the summary of the results of this study. The results were gained as there are three research questions needed to answer. Before that, the researcher found out the students’ demographic information which showed Yogyakarta Muhammadiyah senior high school students’ gender, their electronic devices and its purposes, and the use of ICT in English learning. From the results, there were 125 (52%) male students and 114 (48%) female students who participated in this study. They mostly use mobile phone in their life as the percentage showed the highest score (68%, n=226), and they intend to use their devices for entertainment at the most (23.2%, n=173). However, 133 students (21.2%) also use their devices for learning-related activities. The last information from the students is that there were small number of students reported always using ICT in English learning as seen from the total mean score categorised to ‘rarely’ which the total mean score by male students was 2.05 and the total mean score by female students was 2.03. Thus, the students of Yogyakarta Muhammadiyah senior high school rarely use ICT for English learning.
The first research question is about attitude by the students of Yogyakarta Muhammadiyah senior high school on the use of ICT in English learning, and the second research question is the female students’. In order to answer these questions, the researcher used the questionnaire and analysed the data gathering using descriptive statistics in SPSS program. The results showed that the male students indicated to have positive attitude as seen from the total mean score of 2.93, and so did the female students as seen from the total mean score of 3.05. Based on the categories of students’ attitude on the use of ICT (see Table 9, p. 51), 2.93 and 3.05 belong to ‘positive attitude’. Thus, male and female students of Yogyakarta Muhammadiyah senior high school have positive attitude on the use of ICT in English learning.

The third research question is whether male and female students’ attitude have any statistically significant difference on the use of ICT in English learning. The result from this question was gained by analysing the questionnaire using inferential statistics. The researcher used independent sample t-test to obtain the statistical result. The assumption tests namely normality and homogeneity test were also needed to take, and the data from the results were normal and homogenous. Then, the result showed that there is any statistically significant difference between male and female students’ attitude on the use of ICT in English learning at Yogyakarta Muhammadiyah senior high school because the t-value is higher than t table (2.334 > 1.792) and the significance value is less than the significance level (0.020 < 0.05). Therefore, the alternative hypothesis (H₁)
was accepted that students’ gender has a statistically significant difference with students’ attitude on the use of ICT in English learning.

**Recommendations**

In this section, the researcher presents the recommendations based on the result of this study. There are several recommendations for students, teachers, schools, and other researchers related to the result of students’ attitude on the use of ICT in English learning conducted at Yogyakarta Muhammadiyah senior high schools.

**Students.** Students should keep their attitudes positive towards the use of ICT in their English learning. Besides, although the students rarely use the ICT in English learning, they have a positive attitude on the use of ICT. In this study, the students also often use ICT for particular activities such as surfing Internet to get information and searching for words meaning and its pronunciation. These activities may be the reason why the students have positive attitudes. Therefore, frequencies of using ICT need to be added and the students should use ICT at school and outside the school.

**Teachers.** Teachers of Yogyakarta Muhammadiyah senior high school who do not use ICT in their English teaching should start using ICT in their English teaching. Besides, they who have used ICT in teaching English should keep using ICT in their teaching. In other words, English teacher should have technology knowledge as it is one of the components instead of content and pedagogy knowledge that the teachers need to have (Mishra & Koehler, 2006). This knowledge influences the use of ICT by the students because one of the
factors influencing the use of ICT is technological characteristics, meaning that the teachers need to have the innovation of using technology in their teaching (Andoh, 2012). Balash, Yong, and Abu (2011) added another key factor to successful integration of ICT which is the teachers’ experience in using ICT. To conclude, the teachers should use ICT in English teaching and find various teaching methods using ICT in order to increase students’ attitude to be more positive.

**Schools.** Schools should support two things, namely professional development for teachers and accessibility and technical support to ICT in the school. According to Andoh (2012), professional development, accessibility and technical support are the factors influencing the integration of ICT. In other words, they may influence the successful and unsuccessful integration of ICT. Firstly, the school should provide the teachers a training program for professional development especially related to technology in teaching and learning. The schools can initiate a workshop for teachers in using ICT integrated in the school. The schools can also deliver a seminar about teaching methods using ICT.

Secondly, the schools should support the teaching and learning process with the accessibility and technical support of ICT which are used by the teacher and the students. When the schools lack of them, it may influence the success of ICT integration. Thus, the schools should support the students with these two things, namely professional development for teachers and accessibility and technical support to ICT, in order to facilitate the students with the technology.
use. As a result, the students become motivated to learn English because the schools and teacher provide them with a good facilitation and teaching methods. 

**Other researchers.** Other researchers should use other research methods to obtain richer results in conducting the same research. For example, they may use correlational design, regression, or they may conduct an experimental study. They also may choose and decide the greater population and samples in order to take the big survey. In addition, if other researchers use significance testing, they better use other factors or variables which might influence the students’ attitude, such as students’ age, students’ living area, students’ experience in using ICT, students’ major. They also can discuss the students’ attitude in general, for example, language learning. These suggestions might give richer information related to attitudes on the use of ICT.