CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After describing the data, researcher draw conclusions based on research findings.

1. The use of media as a learning medium is an innovative activity in learning. There are various kinds of learning media that can be used as needed to increase interest and language skills. The mobile device used in MALL-based learning is a smartphone. Smartphones as learning media are compact and easy to use, making learning attractive so that learning becomes more innovative, creative and creates collaboration in learning activities between teachers and students.

2. The challenges include the internet network, when using a smartphone as a learning medium, the features on the smartphone use the internet network to be accessed. The absence of an internet quota or an unstable internet network makes it difficult for students to access learning materials. The use of smartphones that are easy to operate and access for learning makes students feel lazy about reviewing the learning material they have received. Features on smartphones such as applications or websites that can be accessed via smartphone outside of learning become a nuisance for students because the use of smartphones is out of control and supervision in learning as well as students' lack of understanding and practice in applying smartphone media in learning.

3. In the use of smartphones in learning, factors that influence it emerge, including supporting factors originating from internal, namely students' awareness of learning English and being technologically literate. With the help of smartphones, students can easily learn English anywhere and anytime, thereby creating a sense of confidence in speaking English. Communication and commitment of teachers and students towards the use of smartphones in the classroom. Maximum use of smartphones will provide alternative learning resources with proper supervision and control. The supporting factor comes from outside, namely that every student already has a smartphone so learning with media becomes easier. Various features can be accessed via smartphone according to the learning material in the syllabus to improve students' basic language skills. Collaboration between teachers and students in learning using

smartphone media will create innovative and creative learning so that students are interested and enthusiastic in learning.

The inhibiting factor that comes from internal, namely easy access to learning via smartphone, makes students dependent, making it difficult to solve problems in learning with students' own thoughts. Distractions often arise from application features on smartphones that are not related to learning. If there is no good supervision and control, students will open the application features and disrupt the learning process. Inhibiting factors that come from outside are unstable internet networks or limited quota availability, causing students or teachers to be unable to access the features on smartphones.

Language laboratory space in schools is still underutilized to support language learning.

B. Suggestion

Based on the research that has been conducted, researcher provide several suggestions as follows:

1. For students
   a) Explore various things related to learning with smartphones
   b) Expressing the results of language learning activities with a smartphone to improve skills and self-confidence
   c) Make the best use of smartphones for learning

2. For teachers
   a) Variations in learning that involve methods and approaches that adapt to competencies can improve the quality of learning.
   b) Utilization of the TBLT learning method as a learning output that is fun and has an effect on improving students' language skills
   c) The use of learning media will help teacher creativity in creating this.

3. For other researchers
   a) Exploration of objects and subjects for further research
   b) Increase journal literacy as a reference source
   c) This research becomes reference material for future researcher to conduct better research.