

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Referring to the discussion of the research findings on the previous chapter, the writer comes to following conclusions:

Based on the result and discussion, it can be concluded that most students indicated good attitudes toward learning English using the Miro app. The study discovered that when it comes to learning English using technology, students believe that because they are facilitated by teaching websites and recognized by such supporting platforms, learning English with technology functionality provides students with appropriate learning tools. Meanwhile, it creates a more engaged classroom environment by engaging students in peer discussions. Then, even though the content application requires further customization, the students are pleased and helpful with using the Miro application in English learning.

In Addition, Miro's features also find it helpful in learning English writing and speaking skills. Students are encouraged to use sticky notes to quickly and concisely explain their ideas. This improves their writing skills and helps them formulate their thoughts in a disciplined manner. Meanwhile, mind mapping helps students organize material more effectively, strengthen links between concepts, and improve their speaking abilities while discussing the relationship between multiple concepts. Thus, using the Miro app motivates kids to study English and dramatically

enhances their writing and speaking skills. It is comparable with the preceding studies. They proposed a similar advantage of digital mind mapping for students' writing abilities.

The students mentioned that learning English using digital tools is considered complicated because of connection problems and errors. In addition, application system errors hindered the teaching and learning process. Students are also unsure of their English skills, especially in writing and speaking. The teacher's explanation of the material's importance in improving student performance lacks clarity. But overall, in the end, the students were satisfied with implementing English learning using the Miro app. In addition, some things should be improved to create a better sense of satisfaction in learning. These things include creating a more interactive learning environment where students can be more creative in developing their ideas. Then, to increase students' confidence in writing and speaking, teachers should consider providing clear explanations, the value of the knowledge to be learned, and regular and thorough practice so that students can get used to writing and speaking English.

B. SUGGESTION

1. Teachers

According to these studies, learning English through the Miro application has a high potential for improving students' English skills, particularly productive skills. In this scenario, students still require a more detailed explanation of the material presented by the teacher,

which causes them to be confused. Teachers are recommended to provide additional answers. Students who learn alone cannot be certain that their learning materials give correct and up-to-date information.

As a result, the writer proposed that teachers present pupils with a list of reputable learning materials. In addition, some students struggled to use the provided application. Furthermore, the writer provides various proposals for online learning that offer interactive English language learning. Writers have employed Quiz and Kahoot to give learning materials as tutors. In addition, the writer proposed that the content be balanced with tasks to help students strengthen their productive skills.

2. Students

Teachers and schools use learning platforms and other digital tools to help students. Students have all the learning resources they need. Despite the many distractions that may arise later in the learning process, writers advise students to use the learning available. Signal interruptions and system errors can interfere with students' learning concentration.

Therefore, the writer suggests cooperation with the school or institution to ensure the availability of a stable and adequate internet connection during the learning process. Organize technical training sessions for students so they are more familiar with and able to overcome basic technical problems that may arise when using digital

applications. In addition, students still need practice and habituation of writing and speaking using English to be more confident.

For this reason, the writer suggests holding regular and structured writing and speaking practice sessions, such as weekly speaking sessions or writing assignments, given at regular intervals. In addition, students can also learn independently, such as by listening to native speakers speak through YouTube and many other technology-based learning platforms.

3. Other writers

The study's findings can be used to improve English language education, particularly productive abilities in schools, especially for teachers and technology-based learning mediums. The writer proposes that future studies focus on the instructor's instructional issues. In this survey, students appeared to have many complaints about system failures and a lack of growth in their speaking skills on the application.

Thus, the writer believes that better to understand the problems in the teaching and learning process, further research should look into the teachers' perspective and how they perceive teaching using apps and other digital platforms that support improving students' productive skills, especially in speaking skills.