CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter proposes the conclusion and suggestion dealing with the implementation of the quipper school application in teaching reading comprehension and its problems based on the elaboration in the previous chapters.

5.1 Conclusion

The conclusion was broken down into three parts by the researcher. They are the use of the Quipper School application in the teaching of reading comprehension, the student's reactions to the use of the application, and the teacher's thoughts on the use of the application. The researcher draws the following conclusions from the findings of the investigation in chapter four :

1. The implementation of quipper school application in teaching reading comprehension

   The educator has used quipper school applications properly related to Nuttal's (in Azri and Al-Rashdi, 2014:251) theory, although he implemented different procedures. Thus, there were some steps in the implementation of the quipper school application as follows; first, the teacher showed pictures related to the texts. Second, the teacher explained the definition of the explanation text, and the purposes of the explanation text, determined the generic structure of the explanation text, and comprehend the contents of the explanation text provided by the quipper school application. Third, after the teacher explained the subject, he asked the students to do the exercises that related to the text which is provided by the quipper school application. Fourth, the teacher and the students

discussed the results of the exercises together. Fifth, He gave feedback to the students. Sixth, in the last minute of the teaching-learning process he reviewed the materials and told them about the theme of the next material.

2. The students' responses during teaching-learning processes by using quipper school application

Through the questionnaires, the researcher found that when students used quipper school applications several problems, such as; first, they had problems with the slow loading of websites or video materials due to stuttering internet signals. Second, they still lack vocabulary when they have to do the reading comprehension, also the responses of 11th MIPA 4 students, they were enthusiastic about using the quipper school application during the teaching-learning process to apply the quipper school application in teaching reading comprehension. It can be seen from the result of the questionnaire that 86,96% of the students said that quipper school application is a fun online media learning.

3. The teachers' impressions on the implementation of the quipper school application in teaching reading comprehension

The teacher felt that the quipper school application itself is easy to be used, very helpful for the teaching-learning process during pandemic, and the application provided a lot of materials that he wants to deliver to his students. He also said that this application could be a fun learning medium in class 11 MIPA 4, as well as provide new experience and knowledge for students in grade 11 MIPA 4 for the 2020/2021 academic year. In addition, the material in the Quipper School application can also be used in learning other language skills.

5.2 Suggestions

On the basis of the discussion in the previous chapters, there are some recommendations for the English teacher who will implement the quipper school application as teaching media.

1. Considering that the pandemic era is over, teachers should reconsider using the quipper school application in the learning process, so the implementation of the quipper school application can be suitable for the target learning.

2. The English teacher should prepare the materials that he want to deliver to the students by searching and selecting the appropriate materials which relevant to the syllabus on quipper school application.

3. It would be better if the school also facilitate the students with free internet quota (subsidies) and premium access to the quipper school application evenly, so students don't feel burdened with online learning. There are only a few students who get premium access to the quipper school application and there are a number of students who cannot activate their free internet quota.

4. The teacher should do pre-reading the explanation text to activating the students' background knowledge before entering the main teaching or learning of the text. By activating the students' background knowledge, the students can understand the texts easily.

5. The teacher should more often teach his students new English words when they are sharing knowledge and when discussing the material they were studying at that time, Therefore, opening a dictionary will help students understand words that are difficult to understand.