

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

There are four main topics discussing in this chapter. They include conclusion, discussion, limitation and recommendations as follows:

1. Conclusion
2. Discussion
3. Recommendation for Further Studies
4. The Limitations of the Study

1. Conclusion

This research was employed following the objectives of the study. The objectives as stated in Chapter one were firstly, to enhance students' learning of idioms from "Friend" series through CALL program; secondly, to study students' opinions toward the CALL program. The sample group of this study was 27 students who enrolled English for Minor course (411201) in the first semester of the academic year 2009. Those sample were English minor students. They were chosen by purposive technique. The instruments used in this research were the CALL program, pretest and posttest, Moodle activity, pre-questionnaire and questionnaire, and journal entries. To analyze the data, The Wilcoxon Match-Paired Signed-Rank Test and average scores were used.

The results of this study were divided into three parts: the analysis of pretest and posttest, the analysis of posttest and re-test, and the analysis of the questionnaire. The students' posttest scores were significantly higher than the pretest scores, it also showed that students had a development in learning of idioms which was at level of 0.05. Moreover, the analysis of posttest and re-test showed that students' retention remained as the scores of posttest and re-test were not significantly different. Furthermore, the overall mean scores of the questionnaire regarding students' opinions toward the CALL program showed that they had positive opinion toward the CALL program. Consequently, it is concluded that the program is effective in

enhancing students' learning of idioms and students had the positive opinions toward CALL program.

2. Discussion

This part of chapter discusses the result of the study and those of related research. The discussions are based on the two hypotheses: enhancing students' learning of idioms and students have the positive opinions toward the CALL program. The discussions are as follows.

2.1 The result obtained indicated that the CALL on idiomatic expressions was effective and could enhance students' learning of idioms. The CALL program could help improve students' language proficiency by using the computer instruction (Chotiratanasa, 1992; Kurawan, 1995; Thongpoon, 2001; Liontas, 2006)). It has been widely accepted that the motivation can lead to the frequency of autonomous practices. The CALL program was one of the effective tools that could direct students to learn by themselves and be responsible for their learning styles, the CALL program could improve students' motivation and autonomous learning strategies as a result. (Mohamad et. al, 2005; Corder & Waller, 2005). In addition, multimedia such as sound video, graphics and animation are enjoyable to students. These factors helped students to learn in a relaxing atmosphere (Laohajaratsaeng, 1998; Tozcu & Coady, 2004). In this study, students had a chance to engage in authentic tasks like watching series which was designed to maximize opportunities for good interactions. The authentic task can increase students' motivation and give more peer interactions as well (Noowongsri, 2004; Pinkman, 2005; Chan, 2006; Sheehan & Johnson, 2006). This factor enabled CALL program had the potential to provide learning environment with highly motivating and educationally context.

2.2 The data obtained from the questionnaire analysis revealed that the students had positive opinions toward the CALL program. In addition, the result from journal entries also suggested that students were highly motivated to learn with the CALL program (Wongrak, 2006; Namphadon, 2007). Students could control their learning; consequently, they felt relaxed and happy to learn. Moreover, watching the "Friends" series was a part of idiomatic lesson, so their motivation was highly increased. This practice was related to the strategy suggested by Liu (2008). Another

strategy to help students in gaining cultural knowledge and understanding target idioms was to engage students with L2 cultural activities such as watching movies or TV programs. This can enhance students' interest and sensitivity to idioms. Although this present study did not study students' listening improvement, it could be seen from the journal entries that their listening skill improved through the series. Moreover, it was quite obvious that many university students were computer-proficient and enjoyed working with computer. Thus, it was expected that students would prefer learning with computer where they could work at their own pace. The result of questionnaire also suggested that learning with the CALL program could help students remember and learn idioms easily. For one thing, they heard the pronunciations of idioms and learn how idioms could be used in real situations from the series. This was a factor contributing to their improvement on learning of idioms. Apart from the CALL program, Moodle was also used as an instrument in this present study. Students could log in and do the exercise at their own pace; as a result, Moodle could enhance student's autonomous learning. Furthermore, students had the positive opinions toward the learning activities in Moodle as well (Suppasetsee, 2008; Rodríguez & Neito, 2008)

In conclusion, CALL program is an effective tool in enhancing students' language learning. It also served students' need in creating a relaxing learning atmosphere by CALL program and movie itself. Moreover, the CALL program helped students gradually gain more idiomatic knowledge, so this led to the improvement of students' retention and understanding.

3. The Recommendation of Further Studies

3.1 The study should be conducted with a great number of students in order to achieve higher reliability.

3.2 It is generally known that students with different majors or ages have different language learning strategies. For this reason, it would be useful to conduct the research with different target groups or levels of the study.

3.3 Other English skills like speaking, listening, writing or vocabulary should be taught and examined for further research. The "Friends" series was used in this present study in order to enhance students' learning of idioms. However, students

stated that their listening skills also improved. Thus, it would be beneficial to evaluate their listening skills as well.

4. The Limitation of the Study

4.1 The sample size of this study was too small. So it cannot make any generalizations.

4.2 This study aimed at only the idiomatic expressions used in “Friends” series, so it might not cover all the useful or most frequent idiomatic expressions.

4.3 The CALL program was supposed to be a tool for students to study on their own time. However, students needed to complete all the lessons according to the schedule in order to reduce the any intervene variables in this study.

4.4 The research process was delayed due to the obstacles in constructing the CALL program. It was beyond the researcher’s ability to construct the CALL program, so programmer was asked to take this job. The researcher wrote all the contents and program design and then, the programmer worked on creating the program. Since all the content was written in English, mistakes were made several times. Thus, it took some time to finish the program construction to completion.

4.5 The capacity of DVDs was not sufficient, so it made DVDs loaded quite slowly.