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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

V.1. CONCLUSION

The main goal of the research was to explore The Effect of Using Mobile Phone Technology Based on Android Smartphone Application in learning English as Foreign Language on the students' involvement at Language Center of UIN Suska Riau and the objectives of the study are:

- a. To find out there is any significant the effect of using mobile phone on the students' involvement in learning English at Language Center of UIN Suska Riau
- b. To obtain the students' English involvement using mobile phone technology in learning English

After conducting a quasi-experimental research for 12 meetings or 24 class-hours of each school as school samples of this research with duration of time within three months at English Education Department of UIN SUSKA Riau. The research design was a quasi-experimental research of the pre-test-post-test and pre-questionnaire and post-questionnaire single group design which were based on Campbell and Stanley (1963), Gay and Airasian (2003); Haslam and McGarty(2003).

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Based on the eight hypothesis of the problem and objectives of this study, the last findings of the research as follows:

1. Based on Independent T-test analysis for Pre-questionnaire' involvement on learning English of experimental and control groups on Table IV.23 above, it shows that no significant difference is found at Pre-questionnaire' of students' involvement on learning English between experimental and control groups. T-test result is 0.544, its df is 75, significance is 0.588, mean difference is 1.640, standard error is 1.096, the lower difference interval is 0.559 and the upper difference interval is 3.84. So, in the conclusion $p = 0.141$, the 2-tailed value is more than 0.05 ($p > 0.05$). The result shows that the mean scores do not differ much between both groups. It can be determined that the subjects in both groups are equivalent before giving the treatment at the third semester of Language Center of UIN SUSKA RIAU. In short, the first hypothesis of this research shows that H_{a1} is rejected and H_{o1} is accepted. So, it can be concluded that "There is no significant difference of students' involvement on learning English before being taught by using mobile phone technology (based on android smartphone application) for experimental group and non-treatment of using mobile phone technology (based on android smartphone application) of the third semester students at Language Center of UIN SUSKA Riau".

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2. Based on Independent T-test analysis for post-observation of students' involvement on learning English of experimental and control groups on Table IV.24 above, it shows that there is significant difference found at post-observation of students' involvement on learning English between experimental and control groups. T-test result is 8.918, its df is 53, significance is 0.486, mean difference is 11.019, standard error is 1.235, the lower difference interval is 8.54 and the upper difference interval is 13.49. So, in the conclusion $p = 0.000$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result shows that the mean scores differ much between both groups. It can be determined that the subjects in both groups are not equivalent after giving the treatment at the third semester of Language Center UIN SUSKA RIAU. In short of the second hypotheses H_{a2} is accepted and H_{o2} is rejected. So, it can be concluded that "There is significant difference of students' involvement on learning English after being taught by using mobile phone technology (based on android smartphone application) for experimental group and non-treatment of using mobile phone technology (based on android smartphone application) of the third semester students at Language Center of UIN SUSKA Riau".
3. Based on Independent T-test analysis for of students' involvement on learning English of experimental and control groups on Table IV.25 above, it shows that no significant difference is found at pre-questionnaire of students' involvement on learning English between

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experimental and control groups. T-test result is 10.171, its df is 38, significance is 0.943, mean difference is 2.326, standard error is 1.335, the lower difference interval is -0.353 and the upper difference interval is 5.00. So, in the conclusion $p = 0.087$, the 2-tailed value is more than 0.05 ($p > 0.05$). The result shows that the mean scores do not differ much between both groups. It can be determined that the subjects in both groups are equivalent before giving the treatment at the third semester of Language Center of UIN SUSKA RIAU. In short of the third hypotheses H_{a1} is rejected and H_{o1} is accepted. So, it can be concluded that “There is no significant difference of students’ involvement on learning English before being taught by using mobile phone technology (based on android smartphone application) for experimental group and non-treatment of numbered head together technique for control group of the third semester students at Language Center of UIN SUSKA Riau”.

4. Based on Independent T-test analysis for post-questionnaire of students’ involvement on learning English of experimental and control groups on Table IV.26 above, it shows that there is significant difference found at post-questionnaire of students’ involvement on learning English between experimental and control groups. T-test result is 8.349, its df is 53, significance was 0.784, mean difference is 11.205, standard error is 1.342, the lower difference interval is 8.513 and the upper difference interval is 13.898. So, in the conclusion $p =$

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this tools is better to apply in teaching and learning process to increase the students' English involvement.

Our world today is obsessed with doing everything quickly, learning included. Self-study is obviously important in language learning. From my experience, as little as one hour a week of self-study can boost a student's progress immensely. Yet the majority of my students have chosen to study online due to time restrictions, and in their first lesson, they make it quite clear they have no time for homework. So, how do I motivate my busy students to find the time?

As the use of mobile technology is increasing, why not offer students the possibility to study anytime, anyplace and at their own convenience through their mobile devices? I get my students started with small, realistic homework activities. I request that my students spend just five or ten minutes a day on English. I introduce them to some of the amazing apps available and encourage them to learn in a mobile way. And it works!