

BAB V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions and suggestions. Based on the results of the research discussion and following the purpose of the study, the writer presents the following conclusions and suggestions.

5.1 Conclusion

Based on the the data analysis and discussion presented in the previous chapter, several key conclusions can be drawn regarding the teacher and student perceptions of technology integration in English learning at SMPN 1 Amarasi Selatan:

Firstly, the results of english teachers hold a highly positive attitude toward the integration of technology in the classroom. They perceive digital tools, such as laptops and projectors, as essential resources that significantly enhance instructional clarity, streamline lesson delivery, and foster a more dynamic classroom environment. The teachers demonstrate strong confidence in utilizing technological media to support their pedagogical objectives..

Secondly, the results of students also view the implementation of technology in their English lessons very favorably. From their perspective, the use of digital media makes the learning process substantially more engaging, interactive, and enjoyable compared to traditional textbook-centered methods. The integration of technology successfully boosts their motivation and helps them comprehend English learning materials more easily.

Both teachers and students share a unified, positive perspective on the benefits of technology integration. The implementation of digital media at SMPN 1 Amarasi Selatan plays a constructive role in modernizing English language pedagogy and enhancing classroom engagement.

5.2 Suggestion

Based on the conclusion above, the writer provided the following suggestions:

The first recommended that educational institutions prioritize the enhancement of technological infrastructure and systemic support. Schools invested in more robust internet connectivity and provided advanced hardware to ensure that digital resources remained accessible for all academic stakeholders. Furthermore, curriculum designers restructured the English language syllabus by integrating technology as a foundational element rather than a secondary tool, thereby aligning the educational framework with modern digital standards.

In addition to structural changes, the writer emphasized the necessity of professional development and pedagogical adaptation. Schools implemented comprehensive training programs that focused on the meaningful integration of technology into teaching practices, particularly for improving core language skills such as speaking and writing. Teachers subsequently diversified their instructional tools and tailored their methods to support personalized learning, which allowed students to progress at their own pace and according to their individual learning styles.