

CHAPTER V

CLOSURE

This chapter consists of two parts. The first part is the conclusion of the research. The second part contains the recommendation toward the use of smartphone as a learning tool for supporting English language learning process.

A. Conclusion

To conclude the result of the research, the writer takes two main points, they are:

1. After conducting the study, the writer found that most students choose to use English as smartphone language setting due to the interest to learn English and their awareness toward the impact of English usage habits that will increase their vocabulary directly or indirectly. They agree that the existence of smartphones helps them in English learning process, be it from the impact of portability and the impact of motivation.
2. Students believe that there is an impact of smartphone usage on the English vocabulary mastery, either from the use of smartphones as a whole or the selection of individual applications, in accordance with the interests and needs of each student. This shows the existence of vocabulary learning process in incidental or explicit or unconscious way because of the habits of students who use English as smartphones and applications language setting, as well as in intentional or implicit or conscious way because from their smartphone they can search for any word and any information they need by utilizing the internet connection available in the smartphone.

In conclusion, using smartphone give some impact on students' English vocabulary.

B. Suggestion

Based on the findings of the research, the writer would like to propose the following suggestions:

1. For all *PGMI* students generally and especially for the third semester student, they should involve English in their smartphone as often as possible so that they will be accustomed to English in daily life. Do not hesitate to maximize the use of smartphone in facilitating English learning process and try to use English learning applications that available on the smartphone.
2. For the English courses lecturer, she or he must determine the advantage of smartphone as English learning supporting tool in class because with smartphone student will be motivated to learn English through an easy and pleasing way.
3. This research is done in a limited field namely focuses on the impact of smartphone on English vocabulary based on students' perception only. To expand this area of investigation, the writer hopes to the next researcher to conduct research on the impact of smartphone on another skills such as listening, reading, speaking, writing, pronunciation and other related English language learning aspect.