

Chapter Five

Conclusion and Recommendation

This chapter consists of two major parts namely conclusions and recommendations. First, the researcher summarizes the result of this study. While, in the second section, the researcher proposes some suggestions after conducting this study.

Conclusion

To summarize, the implementation of online learning at English Education of UMY provided some activities which were included as the additional activities to support the classroom or face to face learning. There are five objectives of this research to find out pre-service teachers' perception on the kinds of interaction in online learning context; pre-service teachers' perception on the activities in online learning context; pre-service teachers' perception on the use of online learning toward their language skills; pre-service teachers' preferences in online learning, and the last was to investigate the pre-service teachers' perception on the strengths and weaknesses of online learning.

The first purpose of this study is to find out the pre-service teachers' perception on the kinds of interaction in online learning context. The findings showed that there were two main interactions which were taken place in the online learning context at EED of UMY. The interactions in online learning context perceived by the participants included student-student interaction and student-teacher interaction.

The second purpose of this study was to investigate the activities occurred in online learning at EED of UMY. Based on the data obtained from interview, the researcher found five activities used by the lecturers in the online learning context. The activities included discussion, feedback from the lecturer, feedback from friends, answer-question session, and commenting. The first activity is discussion. The use of group discussion is to broaden knowledge and information, enhance critical thinking and enhance communication to deliver argumentation among the students. The second activity is feedback from lecturer as a way to correct students' mistakes, to correct some misconceptions toward the difficult material, to train students' critical thinking, to foster students finding new knowledge and to provide nonverbal communication. The third activity is feedback from friends. This activity let students to do peer feedback that can be a tool for them to evaluate and analyze together. The fourth activity is the use of answer and question activities which can encourage student to include in learning process and broaden knowledge and information. The last activity is commenting. By doing commenting activity in online learning interaction, students become more active in sharing suggestion among the students, and sharing knowledge.

The third purpose of this study is finding out the pre-service teachers' perception on the use of online learning toward their language skill. Based on finding from interview, there are many perception toward the use of online learning especially on language skill. Firstly, by having online learning students pay more attention on structure, and the use of language becomes more formal. Besides, online learning

enhances pre-service teachers on writing skill, reading skill, vocabulary, grammar, and language development.

The fourth purpose of this study is finding out pre-service teachers' preferences dealing with their experiences in online learning. After joining some courses that implemented online learning, the participants mentioned six types of online learning tools that were used at EED of UMY. However, among those six types, Edmodo and WordPress became the tools which were mostly preferred by the participants.

The last purpose of this study is to reveal the strengths and the weaknesses of online learning. After conducting the interview, the researcher found out the strengths of online learning. To begin with, the strength of online learning provides the flexibility especially in terms of time, place, and situation. Online learning also provides rich information and material that can be seen the changes immediately as long as there is an internet connection. Then, online learning encourages pre-service teachers to have reading habit since in online it provides rich information that can be reading material for them. Online learning also becomes a tool for passive student who are less participation in face to face learning to take a chance to have personal development by including themselves in online learning activities. Lastly, online learning provides rich information and knowledge. In contrast, online learning also provides some weaknesses. Some participant also pointed some weaknesses of online learning based on their experiences joining learning process with the use of online learning. Here are some weaknesses of online learning: decrease social relationship, decrease oral

communication, spent much cost, lack of internet connection, lack of an actual teachers' feedback, lack of technological skill and plagiarism and cheating.

Recommendation

This study also provides suggestion regarding the outcome of the implementation of online learning at English Education Department of UMY. Thus, the recommendation is concerned to the teacher, the institution, and future researcher.

For future-teachers. Firstly, the use of online learning might not really familiar for some students. There are some students who are still confused on how to operate and how to enroll in online learning. Therefore, teacher is responsible to give demonstration or guideline to the students dealing with how to operate this online learning. Secondly, dealing with the implementation of online learning, teacher might make balance toward the use of online learning and face to face learning. So, students can enhance both of verbal communication in face to face learning and nonverbal communication in online learning. Thirdly, the teacher provides flexibility in terms of time for due date assignment. For instance, if students might get trouble with internet connection, then they cannot submit the assignment in time, so they will get lateness and even reduce their score. Fourthly, the teachers should discuss material that had shared by teacher at online learning in class or face to face learning intensively. Teachers is not merely giving some activities and material through online learning and there is no any explanation more deeply. It is better if the teacher discuss it more deeply and intensively in face to face learning also in order to get better understanding and

correcting if any misconception of the material. Besides, teachers might design their class with the use of tools in online learning like social media in teaching and learning process. So, both of online learning and face to face learning can support each other and avoid monotonous class, if the teacher design it properly. Lastly, the teacher should check students' assignment in order to avoid cheating and plagiarism.

For institution. Firstly, the institution should improve the implementation of online learning since it encourages students to discuss about some issues that can broader knowledge and information. Secondly, the institution should improve the facilities and equipment to support the implementation of online learning. These facilities are especially computer laboratory and internet connection.

For future researcher. The future researcher needs to expand the study in case of the use of online learning in learning and teaching process. The future researcher is recommended to explore some activities that can build in online learning interaction. Besides, the next researcher is also recommended to broaden their study dealing with the use of online learning on language skill. Lastly, the next researcher hopefully find out more detail and expand toward the strength and weakness of the online learning. Thus, it can be evaluation and consideration for teacher and institution to implement online learning in teaching and learning process.