

Chapter Five

Conclusion and Recommendation

In this chapter, the researcher provides the conclusions of the research study and propose the recommendation. The conclusions of the study are drawn based on the result and discussions from the data gained to answer the research question. Then, the researcher recommends some suggestions for some parties after conducting this research.

Conclusion

This research aimed to analyze the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) students' perception on the use of Edmodo toward their writing skills. The perceptions covered three things such as the perception on the features of Edmodo that facilitate the writing skills, the significances and the challenges of Edmodo on the students' writing skills. The data was gained by in-depth interview. The interview guidelines consisted of some questions related to the purposes of this study. After the data was gained, it was analyzed by using coding. The researcher transcribed, interpreted and categorized the interview data based on the research purposes.

Based on the result obtained from interview, there are three main research results. The first result is related to the EED of UMY students' perception on the Edmodo features that facilitate the writing skills. Next, the second result is related to the EED of UMY students' perception on the significances of Edmodo toward their writing skills. Then, the third result is related to the EED of UMY students' perception on the challenges of using Edmodo toward their writing skills.

According to the students' answers on the use of Edmodo, the researcher found that most of the participants have positive perceptions toward the use of Edmodo and its usage in writing skills. Most of them were familiar with the features of Edmodo and they agreed that Edmodo help them in their learning activities and their writing skills. It is proven by the data gained that they were all remembered the features and their usage in the teaching and learning activities. Moreover, they were happy and interested in using Edmodo even though they were always had the internet connectivity problems.

Regarding to the first result, there were four features that facilitate their writing skills. First, the *note* feature facilitated them in sharing and post information, comments or questions where the writing activities are engaged. Second, the *assignment* feature facilitated them to train their writing skills through the given assignments. Third, the *quiz* feature which provided chance for the students to improve their writing if the questions were about writing skills. Lastly, the *group* as the main tool in Edmodo to conduct the teaching and learning process. It also facilitated their writing skills because they were able to communicate and discuss about anything there. Those features were founded in facilitating the process of writing because the students engaged the writing process in the teaching and learning process namely sharing, peer editing, proof reading, and publishing.

Furthermore, regarding to the second result, the researcher found out that there were some significances of Edmodo toward the EED of UMY students' learning process and significances toward their writing skills. Related to the significances of Edmodo on the learning process, there were five significances found by the researcher. First, Edmodo engaged the students to use English in every activities because it does not provide the other language than English and they are also the English education students

so they required to use English. Second, Edmodo was easy to use. Third, it was interesting and fun. Fourth, Edmodo facilitated the students to share information and the last it facilitated the students to communicate with each other

Additionally, there were nine significances of Edmodo toward the EED of UMY students writing skills. First, it increased students' critical thinking in writing where it engaged the prewriting process of the writer. Second, it was found that students were trained to write in well-structured text. Third, Edmodo increased their confidence in writing. Fourth, Edmodo engaged the students to write in academic and formal setting. Fifth, it facilitated the students to receive feedbacks and give feedback to other students where it engaged the peer editing and proof reading processes of writing. Sixth, it also increased students' awareness in using the proper grammar in writing. Seventh, it increased vocabularies. Eight, it facilitated the students to get new information to develop the idea, and the last was it motivated them to write better than the other.

Furthermore, there were three problems experienced by the EED of UMY students on the use of Edmodo specifically on their writing skills. First, the slow internet connectivity that became general problems for the students in utilizing e-learning in their learning process. Second, the incapability of Edmodo in detecting the plagiarism and in autocorrecting system where Edmodo does not provide those tolls to support their learning activities especially in writing.

Recommendation

Based on the results of the study, the researcher provides some recommendations related to the perception of EED UMY students regarding the use Edmodo toward their writing skills. The recommendations are given to the English teachers, English students and the future researchers.

For the English teachers. Related to the implementation of Edmodo as teaching and learning media, teachers should ensure that all students understand the use and functions of Edmodo. Although all of the students are considered as digital native, most of them are still not familiar with Edmodo. Therefore, it would be better if the function and use of Edmodo are introduced first. Then, the teacher should make sure that all of the students have the tools such as laptop or hand phone and good internet connectivity to support the teaching and learning process. Furthermore, regarding with writing skills, teachers are expected to design and give more exercises to the students with interesting and different themes about writing. Additionally, the teacher should asked the students to pay attention on their language when they communicate through Edmodo. After that, the lecturers are also expected to always give feedback on students' writing, they can also ask the students to actively respond to the postings of their friends so that all students can participate in the group and active in the teaching and learning activities. Lastly, the teachers are expected to be more careful in correcting the students' opinions or comments in the group to avoid the plagiarism.

For the English students. There are some recommendations that are given by researchers to the students such as students are expected to be more aware of the benefits of using Edmodo in the learning and teaching proses. They are also hoped to frequently checking Edmodo notifications in order not to miss the new information

given by the teachers. Then, students are expected to be more active in the learning activities and be able to provide comments, opinions or feedbacks to their friends in the form of answers, questions or corrections so that their language skills can be more trained especially writing skills. In addition, students also have to be more independent in searching the information and ideas in understanding and completing the materials and the tasks given by the teacher. Lastly, they are expected to be able to take advantage of Edmodo as possible as they can to improve their language skills.

For the future researchers. For the further researchers, the researcher recommends to research and develop this topic and relate it to the different variables. Then they can apply different research methodology and instruments. They are also expected to conduct the research at the schools or out of EED of UMY by applying Edmodo as a teaching and learning media. In addition, they can also take advantage of the sophisticated technology in conducting and facilitate their research.