

Chapter Five

Conclusion and Recommendations

The last chapter contains the summary of this study. The summary would be from every chapter of study. This chapter five is separated into two parts. The first part is conclusion and the second one is recommendations.

Conclusion

EED of a private university in Yogyakarta is one of the major which uses the online discussion as a method to conduct English teaching and learning. ELED of a private university in Yogyakarta uses padlet, edmodo and schoology to conduct an English teaching and learning. According to Deni and Zainal (2015), “Padlet is a tool and it is a simple web-application which enables the creation of virtual walls where students and teacher can write on or pin up images or files” (p. 364). It can encourage the students to learn not only from the teacher but also from one other.

Online discussion is a media or tool to provide teaching and learning in online teaching and learning. Online discussion can be defined as the activity provided by the teacher or instructor to respond and reflect each other through their electronic devices connected to an internet. O’Neill, Singh and O’Donoghue (2004) argued that online learning can be defined as instruction delivered electronically via the internet, intranets, or multimedia platforms such as CD-ROM or DVD (as cited in Smart & Cappel, 2005, p. 201).

Online discussion is divided into two parts, synchronous interaction and asynchronous session. Synchronous interaction is where the teacher and students meet in the same time in the online discussion. Asynchronous session is when the teacher and student interact in the different time daily or weekly through online discussion. According to Duncan, Kenworthy and Mc Namara (2012), “Synchronous online discussion is a communication strategy which provides a real time or where the participants are doing the discussion at the same time in the chat room and asynchronous online discussion is where the participants interact in the different times in the discussion boards accessible daily or weekly” (p. 3-4).

This study used the case study research design under qualitative research method. The researcher used the interview as the research instrument. The setting and participants were chosen from the students of English language department who experienced in the online discussion. Three participants were selected by the researcher that completed the criteria to be participants of this research. The three participants consist of male and females.

This study found three findings about advantages, disadvantages and difficulties faced by students in doing online discussion. The advantages of online discussion based on the students' perception was very interesting. The students can be more motivated in joining online discussion. Participant 1 stated, “It was really interesting because he did not need to attend the class and it became so flexible with his phone or laptop”. The next finding was about online discussion can be done anywhere. It was more flexible. Participant 1 said, “In the traditional discussion we have to meet talking about some topics but in online we just can do it anywhere”. The third finding was online discussion helped the students to

improve preparation and performance. This finding was about the students had the time to prepare some reference before discussion. Participant 2 stated, "It can be done in home with a clear preparation as well". The last finding about advantages of online discussion based on students' perception was it can improve writing and creativity in writing. Participant 3 stated, "I can improve my writing and try to be more creative in writing".

The next finding was about the disadvantages in online discussion based on the students' perception. The first, the students lose the traditional discussion feeling. Participant 1 stated, "I lose the real discussion feeling because it's only a written we cannot see the expressions". The second about the students cannot obtain the detail information. Participant 2 stated that she cannot express the feeling and obtain the detail information. The last disadvantages was the frustration in posting something without any response and comments. Participant 3 said, "I was annoyed when I post something without any response and comments".

The last finding was about the difficulties faced by the students in online discussion. First finding was that the students experienced the slow internet connection. It can be the hamper to the activities. Participant 1 said, "The difficulty only on the internet connection". The second was about the writing ability was lower than speaking skill. Participant 2 said, "I also have a problem in writing because what we write was slower than what we say". The last finding was that the difficulties to understand teacher's instruction. Participant 3 stated that it's quite difficult to understand what the teacher instructed in online discussion.

Recommendations

After conducting this study, the researcher presents some recommendations. The recommendations are addressed to the teacher, students and other researchers. The explanation is presented below:

For teacher. The teachers are suggested to be good instructors in online discussion. There are some disadvantages in the online discussion that must be avoided. The teacher can maximize the advantages in online discussion and minimize the disadvantages. Sometimes intervention is needed in the online discussion to keep the discussion on the right track. The teacher has to control, monitor and guide the participants in the online discussion to keep the online discussion going as well.

For students. Another important role in online discussion is the role of students as a participant. The students are suggested to take the advantages. Everyone should be active and creative in joining the online discussion. To solve the difficulties faced by the students, they can make the group in their phones which consist of the all member of class to support and help each other about preparation before joining online discussion. Everyone in group can be a reminder for others.

For other researchers. The researcher of this research welcomes the other researchers who will conduct the research in the similar topic but the researcher suggests that they get in more specifically. Also, this research can be used as a additional references for other researchers. In addition, the future researchers are

suggested to develop the number of participants and the methodology of this research.