# CHAPTER V

# CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this thesis answering the problem statement and the suggestion as an input for the English Department regarding the use of *Schoology^TM* in a speaking class, especially on the user-experience perspectives for the better implementations in the future. The conclusion and suggestions presented below are from the results of the discussions of findings in the previous chapter.

## 5.1. Conclusion

This study aimed to reveal the speaking students' perception towards speaking activity done through *Schoology^TM*. There were 60 respondents involved in this study considering that the specific target for this study aimed to speaking students and those who had been taught using *Schoology^TM* in speaking class. Overall, the results of all six criteria of CALL show positive results towards the use of *Schoology^TM* in speaking class though there are still a few negative responses towards it.

Firstly, it is revealed that most participants agreed that they were able to use *Schoology^TM* both outside and inside the classroom (61% and 19% for *agree* and *strongly agree* respectively). Additionally, the students were also mobile and could not stay in one place so that when they got a notification from the lecturer, they could directly access and do the task. Secondly, *Schoology^TM*

also gave them freedom whether they want to develop their speaking skill or not. Therefore, it is obvious that *Schoology*$^{TM}$ opens chances or opportunities to those who are willing to learn and are open about discovering new ways of learning.

Secondly, it is revealed that most participants agreed that *Schoology*$^{TM}$ offers various ways of learning. For example, peer-to-peer learning, online cooperative learning, and so on (46% and 21% for *agree* and *strongly agree* respectively). Because of that, respondents were able to discover their own learning style and adapt it to their learning habit. They only needed to choose their favorite learning style which suits them well. So, it is clear that *Schoology*$^{TM}$ can change, offer, and provide ways of learning towards learners so that there is a good proportion in terms of learning style between learners.

Third, learners' attention and language focus towards the language they are learning are positively revealed (43% and 16% for *agree* and *strongly agree* respectively). It is supported by their statement that *Schoology*$^{TM}$ accommodates their need in developing their speaking skill. Within the implementation context, it only needs to have the same cooperation between both lecturers and learners to put their effort in using *Schoology*$^{TM}$ so that the impact can be seen.

Fourth, the materials (videos, files, etc.) also yield positive result towards the implementation of *Schoology*$^{TM}$ in speaking class (63% and 18% for *agree* and *strongly agree* respectively) since some of the materials are made by the lecturer herself. The minor matters and obstacles can be overcome by patiently managing the materials so that when learners receive or get the materials, they can

understand what the materials are about. Moreover, the existence of subtitles cannot be denied since it helps learners understand the content of the video.

Fifth, *Schoology*^TM also gives positive impacts towards learners so that their behavior is changed (54% and 25% for *agree* and *strongly agree* respectively). For example, *Schoology*^TM indirectly shapes someone's behaviors since there is a time-limit feature on *Schoology*^TM which requires them to accomplish the tasks given within a limited time. More importantly, it also provides us with various types of advantages which learners are able to take advantage of. Everything only depends on the user whether s(he) wants to practice and develop his or her speaking skill or not.

Lastly, the practicality of *Schoology*^TM is also positively proven through the results of responses (55% and 33% for *agree* and *strongly agree* respectively). It proves that *Schoology*^TM has fulfilled the criteria of practicality according to this technology-based era. Additionally, it also makes learners' time more efficient since they can plan out before making the assignment. They also can do other tasks while making their assignments on *Schoology*^TM. More importantly, they do not have to worry about simple things such as submitting the assignment because they can do it anytime and anywhere as long as there is an internet connection.

## 5.2. Suggestions

The following suggestions are addressed to some parties. The first goes to the English Department. The second goes to the lecturers who have a plan

to implement *Schoology<sup>TM</sup>* in their classroom. The third goes to the students of Widya Mandala Catholic University, and the last goes to other researchers who plan to analyze the perception towards the use of *Schoology<sup>TM</sup>* in speaking class further.

### 5.2.1. Future Researchers

Knowing that this study is far more than expected, the writer expects for more future researchers to polish this study up by covering parts that are not deeply discussed by the writer. Parts that could be more deeply analyzed for this study are: correlation between *Schoology<sup>TM</sup>* and speaking achievement, effects of using *Schoology<sup>TM</sup>* in the classroom setting, the teachers' perception towards the implementation, and the negative perceptions from the students towards the implementation. For the time being, this study will be one of the suggestions for the department to apply at this rate.

### 5.2.2. English Department (Faculty of Teacher Training and Education)

As a department which focuses on developing the students' skills and language components, the department could consider making *Schoology<sup>TM</sup>* as a media for holding an online class which can give positive impacts and effects in the future. The writer specifically mentions the implementation of classes, quizzes, and exams where those things can be held online. Though face-to-face class still needs to be done, at least the time management can be considered more efficiently if the department gives permission to use *Schoology<sup>TM</sup>* for holding an online teaching-learning activity.

The next one is the implementation of using traditional attendance list. In *Schoology^{TM}*, there is an attendance feature which can be used as an exchange for traditional attendance list. Beside it decreases the use of paper, it is also time-efficient so that the department can track which students were absent and which students were present. More importantly, the students will not be able to trick the algorithm of the platform so that this method can be safely applied.

The last one was about giving training to young lecturers who are still unfamiliar with implementing *Schoology^{TM}* in the classroom to prevent them from being outdated since this technology-based era requires every single person to know the basics of using technology, especially in the classroom.

### 5.2.3. Lecturers who Plan to Implement *Schoology^{TM}* in Class

The frequency of using *Schoology^{TM}* more often could be applied in the classroom so that learners do not see *Schoology^{TM}* merely as housekeeping purposes (such as submitting and uploading assignments) knowing that *Schoology^{TM}*'s features can be optimized more. Additionally, the lecturers are also able to make *Schoology^{TM}* more useful by announcing everything on *Schoology^{TM}* so that the students do not lack of information. Moreover, the use of score section on *Schoology^{TM}* could be used more so that they do not need to use paper to only note their score. Additionally, frequent interaction between lecturers-students through both the application and website version could be applied so that both the application and the website version are fully used and not in vain.

Lastly, the materials on *Schoology^{TM}* can be taken from both the internet and book. But, it is best for lecturers to put the materials in the form of

digitalized books so that no harm is done towards the environment, especially trees which are made into papers. The lecturers could choose between using physical book or digitalized book. If they choose physical book, they must use it for one semester so that the students do not regret buying the book because sometimes the materials uploaded are somewhat the same as the physical book.

### 5.2.4. Students of Widya Mandala Catholic University

As the first study that investigates on the students' perception towards the use of *Schoology$^{TM}$* in speaking class, the researcher wants to inform the students to use *Schoology$^{TM}$* more often. The cooperation between both students and lecturers are highly recommended and needed so that there is a dynamic development between students and lecturers. What the students can do to help develop *Schoology$^{TM}$* more is by more recognizing *Schoology$^{TM}$* as the media for conducting online learning in the classroom, more fiddling with *Schoology$^{TM}$* so that when someone runs into problem, they can give a hand. Secondly, being autonomous learners can also be done by making independent study or project on *Schoology$^{TM}$* by regularly uploading their recorded audio or video for other peers as they please to be reviewed or to be given comments. Third, it is also better for learners to initiatively set up the .pdf file uploaded to be editable (so that they could put notes or edit anything in-hand) because in some-very-small cases, there are lecturers who are not aware or do not know that the .pdf files given are locked by default (the application system). Therefore, they are supposed to have their own high initiative by solving minor matters that can considerably be overcome

by them knowing the facts that learners nowadays are technology-literate and not all lecturers (especially the seniors) are technology-savvy.

Lastly, the most important things that learners need to pay attention into: first, their initiative, responsibility, and efforts in accomplishing tasks, quizzes, and projects given by the lecturer are definitely needed for their own good development. If a lecturer uploads an announcement or something related to the class, the students should do it directly so that a good habit is created and developed. Secondly, they also need to fully understand that there is an obvious gap between them and lecturers in terms of technicality matters and knowledge. Learners are expected to solve any technicalities issues themselves since they are grown altogether with technology. It is best for them to learn and understand more about technical matters and apply it to their daily technical issues that might occur in their study journey. It is more acceptable and better if they could guide the lecturer in recognizing technologies so that a reciprocal relationship is seen between learners-lecturer.

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