

## CHAPTER V

### CONCLUSION, LIMITATION OF THE STUDY, RECOMMENDATION AND PEDAGOGICAL IMPLICATION FOR FURTHER STUDIES

This chapter presents the point of this study including the conclusion, limitation, recommendation, and pedagogical implication.

#### 5.1 Conclusion

As the learning media, Schoology makes learning more accessible, be personalized, and provide students with richer educational experiences. Meanwhile, the benefits of Schoology includes of accessing material or tasks become more easily, awareness of doing assignments on time, cooperating each other, finding out the score obtained easily, sending assignments easily, working assignments wherever and whenever, awareness of doing independent learning, and knowing how to use Schoology.

By Schoology, the lecturer will recognize the students' strengths and weaknesses in the learning process. After the teachers know about that, the teachers can evaluate their teaching and learning plans or methods, whether it gives positive or negative enhancement to the students' learning outcome. At the end of the teaching and learning process using Schoology, it can enhance the interaction between students and teachers because they have to discuss the learning progress in Foreign Language Teaching Media together. The implications of using Schoology in Foreign

Language Teaching Media class give many strengths to the students, they are the students will access material or task anywhere and anytime, Schoology as an online learning tool, Students can exchange information, students get information if the lecturer does not enter the class, easier and faster, students can see the score that they have achieved when after doing each task.

However, Schoology also has a weakness they are Network connection, needed quota, no feedback from lecturer toward students' task, unclear instruction, cannot use Schoology, cannot ask the lecturer directly, and it must be on time.

## **5.2 Limitation**

In collecting the data of this research, the researcher experienced some obstacles in collecting the data. Firstly, the researcher use questionnaire is not to put detailed information from the students about the students' perception of using Schoology such as students' perception on Schoology features, students perception of online assessment use in Schoology in EFL classroom, and students' perception on using Schoology for a teacher.

Secondly, students confused to answer the question from reflection so they did not give the correct answer based on the question. It could better if the researcher explained how to answer the reflection first also the researcher should add an interview with the students to get more detailed information about the students' perception in the implementation of Schoology in the learning process.

Thirdly, the researcher should pay attention to choose the question that the students could understand if they wanted to give a questionnaire or reflection to students. So, the students more understand and they can give a clear answer to the question. Last, the researcher did not explore the other aspect related to the implementation of Schoology while there were still many aspects that could be explored which can enable students' perception of using Schoology in the learning process.

### **5.3 Recommendation**

After conducting the research, the researcher has some recommendations for English teachers in the English Education Department at IAIN Kendari and English teachers in general and other researchers. Based on the research findings, the students' perceptions of the use of Schoology in Foreign Language Teaching Media Class were positive. Therefore, English teachers in general, and especially English teachers in IAIN Kendari should implement this application as a medium to help students in learning English. Thus, if they want to implement this application, they should consider the students' suggestions to improve the implementation of Schoology especially about the content of Schoology. As a teacher who applied this method, the researcher suggests based on the students' perception that the time in uploaded the task is must be on time. Furthermore, the teacher should give a chance for students if they late in send their tasks besides, based on student's reflections that

there is no feedback in the comment column toward students' tasks so, teachers should give feedback to attract students' weaknesses in their task.

The last suggestion is for other researchers. The researcher suggests further researchers since this research merely focuses on the Foreign Language Teaching Media class A in the fifth semester in the English Education Department at IAIN Kendari students' perceptions on the use of Schoology as a medium. This thesis can be the basis or reference for further research. Other researchers can conduct deeper research on other aspects of the use of Schoology in an educational context.

#### **5.4 Pedagogical Implication**

The findings reveal that the use of Schoology has a positive and negative impact on the teaching and learning process Foreign Language Teaching Media classroom. The result of this research could be a contribution to the English lecturer, students, and future researchers. The other lecturer can use this application in the teaching process. they can use this application to relieve their work practically.

This study is expected to help the students in Foreign Language Teaching Media by using Schoology. They can access material or tasks that uploaded by the lecturer whenever and wherever they can send assignments easily also they can learn independently to raise their learning independence awareness.

For future researchers, this research can be an inspiration to other researchers to develop Schoology in another subject. This research also can be used as a reference to support some sources that necessary for them. Moreover, the researcher suggested to the future researchers to conduct some research with different design and approach of the study.

