

CHAPTER V

CONCLUSION

This chapter is aimed to provide the point of this study including the conclusion, limitation of the study, recommendation, and pedagogical implication for further studies

5.1 Conclusion

The purpose of the study was to investigate the experience of EFL students on Google Doc uses in final research project consultation at one of the universities in Kendari on English education department students especially. The data were collected through reflection.

The conclusion is drawn based on the result of the analysis of data. The results showed students had a positive experience of using Google Doc in consulting their final research project. This study showed that the use of Google Doc has learnability, satisfaction, and errors of Google Doc use in Final Research Project Consultation. The learnability from the platform includes the students could edit their document easily and can be saved automatically on the PC and easy to send link file to the supervisor.

While The satisfaction from this platform is there are many features available in the platform, such as students being able to edit or revise writing that has been given feedback by the lecturer and can automatically save the revised results. In errors based on their experience while accessing Google Doc, such as errors, typos, spelling, etc.

Besides that, the disadvantage faced by students during online consultation is that students can only access Google Doc if their PC is connected to the internet. In another case, the students also faced two obstacles during conducting the online consultation are bad internet connection and non-compliance with the Google Doc because they never used it before.

5.2 Limitation

In this study, there are some limitations that need to be acknowledged. First, the reflection questions are too general, participants did not give the appropriate answer as the researcher expect. The researcher realized that it could be better if the researcher explained how to answer the reflection first so the participants understand how to write the appropriate answer and they can give a clear answer to the question. Second, the researcher did not explore more information regarding features in Google Doc especially the grammatical checker that can correct spelling, typo, and writing errors. The last, the researcher did not explore the other aspect related to the implementation of Google Doc while there were still many aspects that could be explored which can be a reference for students.

5.3 Recommendation

This research had more important rules that should be approving especially for the teacher, the students, and also the other researcher for teachers, this Google Doc can be used as a reference for lecturers as an online consultation platform in the process of providing feedback on research or student

assignments. For students, they must learn some of the features of Google Doc in order to take advantage of this platform in revising or editing the results of feedback from lecturers. In addition, by reading this research students can find out the shortcomings of this platform and can get a solution. This is related to the challenges of students when using this platform, namely a stable connection network so that it can work optimally, so students need to find a stable connection if they want to access this platform. This study advises universities on the importance of utilizing online consulting technology in such situations.

5.4 Pedagogical Implication

The research findings showed that the use of the Google Doc platform in EFL students could be an effective way for the consultation process. The result of this research could be a contribution to the English lecturer, students, and future researcher. Specifically, the use of the Google Doc platform helped students easier in the consultation process receiving feedback and revising the results of feedback.

For future researchers, this research can be an inspiration to other researchers to develop the Google Doc 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 future researchers to conduct some research with a different design and approach of the study.

The other lecturer can use this platform as the medium for the students to consult their final research project or any types of academic writing. Besides, the lecturer have to pay attention to the network connections, and lecturer have

to prepare materials when doing the learning process. The lecturer also have to notify the students about their online consultation through WhatsApp group and draw the consultation process they would do, the lecturer can explicitly ask students to stand by in consultation process. Moreover, lecturer also have to give the clear instruction like the example or detile explanation, so the students can more understand about the feedback. This is based on the argument that understanding teacher feedback as ‘telling’ students what to do to revise their writing by not limiting students’ role as passive recipients of information but encouraging them to seek information (Saeed & Qunayeer, 2020).