

## CHAPTER V

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

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions.

#### 5.1 Conclusion

From the results of this research, it concluded that Zoom becomes an alternative online learning media in teaching English for EFL learners amid the COVID-19 pandemic. It can help the replacement of face to face learning process into learning from home activities so that it runs optimally by adjusting to the current pandemic situation. Lecturers and students carry out distance learning activities to reduce learning barriers. Through Zoom, lecturers and students can conduct video conference that is used as a means of communication in online learning as a substitute for real meetings in offline class although it is not quite effective due to the lack internet signal and the low internet quota that causes intermittent voice, the lack of students' level of understanding on the material being taught, and the difficulty in controlling the class related to their presenting or when the students accidentally turned on the sound so that the class becomes noisy.

However, the Zoom platform was better than other educational platforms because it facilitates distance learning and enables discussion between lecturers and students or among the students like in a real classroom. The important point

that must be considered is the continuity of the video conference at this Zoom depends on the internet network so that lecturers and students must use good and supportive internet access to use the Zoom application for taking part in learning activities.

## **5.2 Limitation**

In doing the data collection of this research, there were some obstacles experienced by the researcher. First, the questions of the questionnaire have to be more detailed to get specific information from the students about the students' experience of using the Zoom platform with its' features, and students' experiences on using Zoom platform as the most online learning during the COVID-19 pandemic. It could be better if the researcher spends more time preparing the questions carefully and explain before to get the students' understanding of every points that given by the researcher.

Second, the students need more explanation from the instruction of this reflection, because some of them ask the researcher to confirm their understanding to give the correct answer. It could be better if the researcher created the reflection questions clearly and give more explanation and more time to make sure the students can answer the questions before sharing the reflection with them or the researcher can make an interview with the students for creating the students' understanding of the reflection questions until they get all the point of instruction, so they can answer all of the questions smoothly.

The last, the researcher has a little explore the other aspects that related to the implementation of the Zoom platform during COVID-19, even though there

were still many aspects that could be explored which can enable students' experiences of the Zoom platform use as an online learning process during this pandemic situation.

### **5.3 Recommendation**

After completing the research, the researcher has some recommendations for university, English lecturers in the English Education Department at IAIN Kendari, English lecturers in general, other researchers, and also for the students:

- J English lecturers in general and especially English lecturers in IAIN Kendari should implement this platform as an online learning medium.
- J University can use the Zoom platform to help the students replace face-to-face learning with English online learning during this pandemic.
- J The students and lecturer have to be on time to attend the online learning on the Zoom platform and also stay on the camera to pay attention to the learning process.
- J The lecturer should control the online learning process when students turn off the camera and probably the students do not pay attention, or turn on the sound, so they become noisy so lecturer has to ask the students to turn on all of the cameras and keep the sound carefully.
- J This essay can be the basis or reference for future research. Other researchers can conduct exhaustive research on other aspects of using the Zoom platform during the COVID-19 pandemic.

This study suggested lecturers and universities strengthen the features liked by their students including involvement and interaction, flexibility, comfort, and

accessibility of materials, and to modify elements that hinder their learning in the online environment that include poor network connection, distraction, lack of support and concentration.

#### **5.4 Pedagogical Implication**

The findings revealed that the use of the Zoom platform has a positive and negative impact on the teaching and learning process in the online learning process. The result of this research could be a contribution to the English lecturer, students, and future researchers. The other lecturer can use this platform process easier such as Productive skills (Speaking & Writing) and receptive skills (Listening & Reading).

(Golkova & Hubackova, 2014) pointed out that receptive skills appear as the first skill that students need to comprehend when they learn new languages since most students start mastering new language through listening to the accents of the language and reading text about the culture or background of the language itself. This skill does not pressure the students to produce anything actively. Differently, productive or active skills force the students to create an outcome of those types of skills. With this statement, (Thu, 2019) articulates that productive skills can measure the students' understanding and how far the students have learned the material. Hence, it can be concluded that speaking and writing have a crucial role as they influence the students to practice their English skills in their life either inside or outside class.

Firstly, in the academic Speaking class through the Zoom platform, the lecturers have to prepare the online teaching-learning such as prepare the

materials and tools of online learning, check the internet connection, and prepare the slideshow for presenting the materials before starting the online class. The students and lecturer can have a group discussion on WhatsApp for discussing the materials lecturer can ask how their students are doing or make sure that students read and study materials before online classes are holding via the Zoom platform, the lecturer also can use it to give some information of materials and assignment or give the adding explanation to answer the students' questions, when they are do not understand the material well. The lecturer can ask the students to have a short presentation for a speaking assignment by taking the video, talking about the topic that related to the materials. The students also may use the Schoology for submitting the task.

Secondly, in the Writing learning using the Zoom platform, besides paying attention to network connections, preparing materials and online learning tools, the lecturer also have to notify the students about their online class through WhatsApp group and draw the learning process they would do, the lecturer can explicitly ask students to consider talking in class more than they might because, without students' active participation, the class would fall flat. Once class begins, the lecture would start with an interesting observation, would refine and develop at least one idea. For the task, students were required to do a brief weekly paper based on various options, including an idea that had been developed in class. The lecturer would require students to have the Zoom meeting at least once during the two weeks to discuss their paper, whether in progress or completed, the students

also can consult personally with the lecturer as a way of connecting to them individually.

Thirdly, in Listening learning using the Zoom platform, the lecturers identify the purpose for the listening exercise or activity before getting students to listen to the prepared material. Supply them with written material that is necessary for them to complete their task before they begin to engage in listening. Always remember to inform them about what they are going to do after listening to the material. Give them an example of the type of task to do after listening to the exercise or activity. Read, tell or give listening material with emphasis on normal speed and intonation patterns. Be certain not to slow down reading or telling the listening material to avoid distorting stress and intonation. Repeat the listening exercise or activity once again if necessary depending on the length and difficulty of listening content. Supply them with an answer key and let them correct their answers and record their scores. Monitor and check their corrections and performance. Give praise words to those who do well and give remedial exercises to those who are having problems.

Lastly, in the Reading class, the lecturers can use the Zoom platform for the online teaching-learning with the Reading materials that have been prepared for example. WhatsApp group can be used to share information related to the materials or meeting schedule. In the online learning process, the lecturer may show the text by the slideshow, so the students can read and be required to write the new Vocabularies of the text, while the lecturer explains the materials. Some students are required to read the text and the lecturer checks the pronunciation of

reading. The lecturer may give some questions to check the students' understanding. The students can ask the question by the text on Zoom platform or through the WhatsApp application.

