

Chapter Five

Conclusion and Recommendation

The last chapter of this research provides a summary of the overall result of this research. This chapter provides two parts which contain the conclusion and recommendation of this research. The researcher gives suggestions at the end of this chapter. In this chapter, the researcher discusses about the conclusion and recommendation of this research.

Conclusion

This research explored the Students' perception on the use of LMS in learning English at ELED of one of private Islamic university. This research consists of three objectives. The first is to know the students' perceptions on the use of LMS in learning English at ELED at one private Islamic university in Yogyakarta. The second research question is to find out about the students' perceptions on the preference of LMS used by the teachers in learning English at ELED at one of the private Islamic universities in Yogyakarta. The last research question is to investigate the students' perceptions on the positive and negative impacts of LMS in learning English at ELED of one private Islamic university.

The researcher used the qualitative method and descriptive design for this research. The research was conducted at the ELED at one of the private Islamic university in Yogyakarta. There are four female participants from batch 2015 for this research. The researcher used the interview method as an instrument and made interview guidelines which include the questions that relate to the research questions. Furthermore, the researcher used recording method to collect the data.

Then, the researcher transcribed the interview and analyzes the data used coding. The researcher used open, analytical, axial and selective coding. After the data was collected, the finding was then categorized based on the research objectives.

The result of the finding reveals four different findings. The first finding reveals the students' perceptions about their feelings when they use LMS in learning English at ELED of one of private Islamic university. The second result provides an information regarding the students' statements on the LMS used by the teachers and mention their own preference LMS. The third finding is the students providing their perception on the positive impacts of LMS in learning English. The fourth result of the finding is the students explaining their perception on the negative impacts of LMS in learning English.

The first finding of this research is the description of the students' feelings when they use LMS in learning English. Based on the research, the result is that the students have both positive and negative perceptions toward the use of LMS in learning English. The first part is about the positive perception toward the use of LMS in learning English. The students feel happy when they use LMS, because they can use LMS anywhere and anytime. The other participants also enjoy the use LMS in learning English as long as the can do it. Moreover, the students are interested with the use LMS for learning English, because the students are interested with the display of LMS. The last is that the student felt comfortable when using LMS in learning English. The second part is about the negative perception towards the use of LMS in learning English. The students found that complicated to use LMS because the features are often confusing.

The second finding of this research is on the statements of the students regarding the LMS used by the teachers in learning English at ELED a private Islamic university. Based on the participants, they mentioned several LMS. There are Schoology, Edmodo, and Learning Lang powered by Moodle. Furthermore the students mentioned their preference of LMS. The result is that all of the participant mention Schoology as their preference LMS in learning English. The reason is that the display of Schoology is simple and easy to use and the appearance of this LMS is clear. The other participants also say that Schoology is the first LMS used by the teachers and most of the teachers use LMS for their course.

The third finding of this research is the students' perception on the positive impacts on the use of LMS in learning English. This part consists of six points. Based on result, firstly the students mentioned that the communication is effective. Secondly, they also stated that the time is flexible. Thirdly, based on the finding the researcher found that the creativity of the students is increased. Besides that, the students mentioned that the students' confidence is fostered. The other participants also explained that LMS is accessible for the students. The last finding is that the writing skills are increased.

Another finding based on the research is that the students also revealed their perception on the negative impacts of LMS in learning English. There are seven points mentioned by the participants. The students say that the LMS is wasted time, and then the teacher and the student interaction are reduced. The other participant mentioned about the group work is unequal. The next is that the students revealed that the students' progress is unseen when they use LMS for

learning and when the students submitted the assignments. Furthermore, the students also explained that the the instruction is misunderstood. On the other hand, the students confess that the feedback is rarely given for their assignments and progress. The last finding is that the opinion is difficult to combine with other students in their group work.

Recommendation

According to the result of this research, the researcher delivers several recommendations that relate to this research. The recommendation is targeted to the students, the teachers, the university, and further researchers.

For the students. The researcher suggests for the student to pay more attention when the teachers explain about the instructions or tutorials to do an assignment through LMS. In addition, the students ask the teacher to report the students who do not contribute in the group work. Furthermore, the students should realize about the positive impacts of LMS in learning English.

For the teachers. Make sure the students understand about the instruction in the LMS about the assignments. The teachers should explain the instruction clearly to the students before delivering the assignments. Besides that, the teacher can use LMS based on students' preferences. Also they should approach, address and take notes for the students who do not contribute in their group work.

For the institution. The researcher suggests for the university to develop their LMS based on the students' needed. The teachers should make an interesting LMS for the students to support their course and learning, also accessible. The

university can improve their LMS to be better, simpler, and facilitate the students to open LMS in their PC and smartphone.

For further researchers. The last recommendation is for further researchers. The researcher recommends conducting a research that is related to this research but investigated in a more specific manner, or implementing the same topic but different setting. The researcher recommends further researchers to choose specific LMS, such as Schoology, Edmodo, Moodle and Blackboard.