Chapter Five

Conclusion and Recommendation

This chapter provides two major parts namely conclusion and recommendation of this research. The conclusion explores about the summary of the research results. Additionally, the recommendation includes the suggestions for some parties related to this research.

Conclusion

This study aimed to know the students' perception on the use of Padlet in English Language Learning. The researcher found that students faced problem in implement Padlet. There are some students who do not know how to apply Padlet because they don't know about this application before, moreover Padlet rarely to use in ELED. By looking at the background, the researcher is interested to find out the students' perception on the use of Padlet in learning. There were two research purpose. First purpose is that the researcher wanted to know the benefits of using Padlet in English Language Learning. Second, the researcher wanted to know the challenges of using Padlet faced by students in English Language Learning.

All data had been gathered, and the researcher used a qualitative design in order to collect data. The research used qualitative approach and used descriptive qualitative as a design under qualitative research approach. This research took place at an English Language Education Department at one of the private university in

Yogyakarta. To gather the data for this research, the research interviewed six students who have learned Padlet as participant; the researcher chose batch 2016 to be the participants.

Based on the data result, there were five benefits perceived by students when using Padlet as a learning media. First, Padlet facilitate students to learn writing skill. Students felt Padlet have positive influence on their grammar, spelling and vocabulary. Second, Padlet facilitate students to learn students' reading skill. Reading skill is improved because students can get new vocabulary and practice their reading comprehension. Third, Padlet facilitate students to learn listening skill. Students listen the audio in Padlet and they can get new vocabularies and learn how to pronounce it. Fourth, Padlet enables teacher and student to give feedback. Padlet provide place for teacher and student to give feedback, they can comment in other student's post and give suggestion. Students are able to correct their mistake when doing the assignments. Fifth, Padlet makes student actively participate in classroom. Students can participate in class without worrying about being seen by other friends, so they can give opinion properly.

In this study, the researcher has found three challenges faced by students in English Language Learning. First, Padlet triggers students think to cheat. For example, students are confused to answer the question so students look at other student's post and copy their answer. It makes the students are less critical thinking. Second, wrriten feedbacks are not clear that oral feedback. Students felt feedback through Padlet is not

clear, because students feel afraid if they do not understand what is written in Padlet, they afraid make a mistake. Thirdly, sometimes students do not understand the topic of discussion. Students felt that they still confused to answer because they are not understand the topic of the discussion talking about. In summary, many students felt satisfied and pleased when they use Padlet because it is easy to use and help students to get other information, but unfortunately not many teachers use Padlet as teaching media.

Recommendation

Based on the findings of this research, the researcher proposes some recommendations. The recommendations are expected to be beneficial for several parties. The recommendations are intended for teachers, students and other researchers.

For the students. Because this study provides the benefits and challenges when they use Padlet, the students can handle the challenges if they apply Padlet in the classroom. Padlet has many benefits so that the researcher suggest to the students when they apply Padlet in class, try to use the feature that they never see. It is useful for develop knowledge of using a Padlet and making more creative

For the teachers. The use of Padlet as a teaching media in the class might be useful for teachers because there are many benefits from it. However, students can feel bored so the researcher suggest to the teachers to use other application too when teacher use Padlet as main media. This research explained benefits and challenges to

give teachers a suggestion to implement Padlet more effective in learning activity. They can also encourage this application for their students to facilitate and practice Language skill.

For other researchers. To follow up this research, the other researchers might use another research instrument such as interview and observation. Then, the data will be more and accurate. In addition, the researcher recommends other researchers to develop this research by adding additional information towards the activities that can be used by Padlet in order to gain deeper and better of data results. They may be able to compare this perception with other web-based application learning such as Edmodo, Schoology, and Storybird.