## **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

In this chapter, the researcher will conclude the research based on the data findings and also the researcher will provide suggestion for Computer-Assisted Language Learning's lecturers, the students, and the future researchers.

## A. Conclusion

Based on the analysis and findings, this section presents the conclusion of the research. The data obtained can be concluded as the following representations:

- For the first research question, there are a variety of challenges encountered by the learners in participating in online asynchronous discussion during CALL 2 course of 2015/ 2016 academic year. However, there are nine categories of challenges which are most encountered by the learners. Those are:
  - a. Internet problem
  - b. Full online learning
  - c. Being active
  - d. Misunderstanding the topic or instruction
  - e. Quality of the discussion
  - f. Difficulty in keeping up the discussion

- g. Lack of ideas
- h. Time management
- i. Being creative and critical.
- Learners' efforts to overcome the challenges in participating in online asynchronous discussion during CALL 2 Course
  - a. Not seeing the need for online discussion:
    - 1) Engaging themselves by learning more
    - 2) Trying contributing
    - 3) Trying positive thinking
  - b. Behavior or practice of instructor or participants:
    - 1) Thinking positive
    - 2) Asking-giving comments with peers
    - 3) Making good quality posting.
  - c. Personality traits:
    - 1) Trying to always participate or motivating themselves
    - 2) Finding external motivation from peers and sources.
  - d. Difficulty in keeping up with the discussion:
    - Seeing, reading and commenting the newest, the most interesting, and the most related with their posting
    - 2) Opening online discussion forum regularly
    - 3) Skimming the postings
  - e. Not knowing what to contribute/ lack of worthwhile comments to contribute:

- 1) Asking friends or commenting without posting
- 2) Reading or studying references before posting
- 3) Reading peers' comments to build ideas
- 4) Trying to contribute as they could
- f. Exhibiting surface-level/ lower order critical thinking:
  - 1) Reading references
  - 2) Trying as they could
  - Reading others' postings or giving agree-disagree comments without contributing
  - 4) Asking friends to help
- g. Displaying low-level knowledge construction:
  - 1) Reading references
  - 2) Trying to participate or only responding more postings
  - 3) Asking friends
- h. Technical aspects:
  - 1) Reading sources or watching tutorial of the application used
  - 2) Finding places with paid or free internet connection
  - 3) Asking lecturer or peers to help
- i. Lack of time:
  - 1) Asking friends
  - 2) Constructing ideas concisely
  - 3) Managing time
- j. Risk of being misunderstood:

- 1) Asking-giving clarification
- 2) Re-reading our writing before posting
- 3) Asking friend to give comments
- 4) Following netiquette rules

## **B.** Suggestion

- 1. For the lecturers
  - a. In the end of course, reflection is needed to reveal the challenges in participating online asynchronous discussion on CALL 2 program; therefore, the lecturer should provide topic about learners' reflections in the last session of online discussion.
  - b. Since the several challenges encountered by the learners need the lecturers' help, it is important for the lecturers to always involve in the discussion session as mediator and motivator. Hence, the learners are expected to be more engaged in contributing.
- 2. For the students
  - a. Enhancing their internal motivation to give better quality in the online discussion; and always trying to contribute due to when they are accustomed to be with something, in the end they are interested.
  - b. To provide different worthwhile contributions, reading more sources is required to have more information.
- 3. For further researchers

The findings of this study have provided precious insight, in which it can be deepened by doing further research about:

- a. The correlation between learners' challenges in participating online discussion and their achievement
- b. Study on how to enhance internal motivation in contributing online discussion

