

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the study's findings and suggestions. Finally, the decisions are based on the research findings, and recommendation is made to improve the research in the future.

5.1 CONCLUSION

Based on the previously described research findings, it can be inferred that teachers' perceptions of online learning via Google Classroom are as follows:

The researcher conclude that teachers have both good and negative opinions of using Google Classroom based on the findings and discussion that explain teachers' perceptions about using Google Classroom and learning material. They believe that Google Classroom is challenging to use as an online learning platform and that it confuses them when it comes to accessing devices and capabilities in Google Classroom. Teachers taught that Google Classroom teachers make them do not optimally, freely, and directly in teaching.

On the other hand, learning by using Google Classroom takes up a lot of time to explain again how to open the materials that teachers gave because many students have limited ability in Information and Technology. The limited capacity of students in Information and Technology makes

students undisciplined in submitting their assignments if they are not reminded.

Learning by Google Classroom also makes the student get bored quickly. Another problem is that the interaction between teachers and students is decreasing. The teacher has tried to persuade students to ask questions actively or convey their difficulties through personal chat in dealing with this problem.

Besides that in assessing student attitudes through Google Classroom is considered less effective because the attitude is implied and seen directly so to assess and see student attitudes it must be directed to be more effective.

But, the teacher also considered that the use of Google classroom has a positive impact on students, such as making students independent and can work together and individually on doing the assignments in Google Classroom because the teachers carefully monitor each student's progress. The positive impact on teachers makes teachers more creative in creating practical and exciting activities.

On the other hand, send material by Google Classroom easier because the teacher can send assignments anywhere and does not take a long time. Teachers can also provide material in various forms such as videos, images and YouTube links. The material can also be scheduled so students will not be late to receive the material.

Google Classroom also quite good with features that are quite clear and organized, and by using Google Classroom makes students more creative in collecting assignments and can improve their technical knowledge.

5.2 SUGGESTIONS

Following the completion of this investigation, the researcher attempts to make some recommendations based on the research findings. The following are some suggestions.

1. For English Teachers

Many teachers' perceptions about e-learning platforms focus on google classroom. Some perception of teachers about using e-learning platforms is a teacher can not convey the material optimally, really, and directly. Using google classroom is challenging for the teacher to explain the material to the student because some of the students don't know how to use the google classroom, so it needs more time and make time becomes less efficient . Therefore, the teacher should also be creative to use technology in learning, to prepare and to choose teaching materials. English teachers need to enrich themselves by creating practical and exciting activities. The teachers could make the student enjoy the teaching and learning process better.

2. For Students

Learning Online by Google Classroom or the other technology makes students independent in working on the assignment. Students can work together and individually on doing the task in Google Classroom because the teachers carefully monitor each student's progress.

3. For Other Researchers

Future researchers will be able to discuss internet media usage with a large population and various forms of research. The future researcher will be able to connect perception to learning objectives and decide whether or not learning media are used effectively in online learning. The prospective researcher can also ask questions about the application, direct or delayed understanding, and English skills.