

CHAPTER IV

Conclusion and suggestions

This Chapter wraps up the whole research by describing the conclusion of the research, answering research questions asked in the beginning of the research (Chapter I). The suggestions and recommendations for related sides are also provided in this chapter.

4.1 Conclusion

The conclusion is drawn from the findings in answering the research questions. This research has raised two questions. The first is asking about characteristics of guidelines for interactive online EFL learning. The second is asking about the development process of the guideline for interactive online EFL learning.

Regarding the first questions, it was found out that the characteristics of guidelines for interactive online learning includes eight components. The first is about the guidelines, the guidelines are including statements outlining key definitions, resources, practical strategies, and recommendations for using media to guide teachers and students in carrying out interactive online English learning. The second is about interactive, the guidelines are able to encourage active relationships between students and teachers or students with students. The third is about online, the guidelines are intended for learning delivered through electronic devices that require an internet connection. The fourth is about learning, the guidelines are providing activities that can encourage the process of student personality change in the form of increasing knowledge, understanding, skills, attitudes, and other abilities that last a long time. The fifth is about interactive learning, the guidelines are providing learning activities in which all participants interact with each other, exchange information, solve problems together, and evaluate the actions of others. The sixth is about EFL, the guidelines are intended for learning English in the context of English as a foreign language which has an important role to be mastered in an international context or as international

communication, the language of science, used in modern technology, and other fields. The seventh is about EFL learning, the guidelines are intended for English learning in countries where English is not an official language used in social life. The eighth is about Senior High School, the guidelines are intended for online English learning in formal educational institutions consisting of students aged sixteen to nineteen years old and are in the stage of adolescent development.

About the second research question, the process of developing the guidelines as the product of this study comprises some elements. The elements are cover, foreword, table of contents, contents that consist of seven chapters: chapter 1 (About English online learning), chapter 2 (English online learning tools), chapter 3 (English online learning guideline for preliminary activity), chapter 4 (English online learning guideline for whilst activity), chapter 5 (English online learning guideline for post activity), chapter 6 (Guidelines for online assessment), chapter 7 (The importance of interactive online learning). The data shows that for the chapter 1 comprising the information related to what is interactive English online learning and how to create interactive English online learning. Then, the data shows for the chapter 2 comprising brief descriptions of tools and its features that can be used by teachers and students in conducting online learning (Zoom Meeting, Google Meet, Google Classroom, WhatsApp) and web-based applications that can be used to conduct online assessments (Quizizz and Padlet). The data shows for chapter 3 comprising guidelines for teachers and students in carrying out preliminary activities in synchronous and asynchronous interactive English online learning. Furthermore, the data shows for chapter 4 comprising guidelines for teachers and students in carrying out whilst activities in synchronous and asynchronous interactive English online learning. The data shows for chapter 5 comprising guidelines for teachers and students in carrying out whilst activities in synchronous and asynchronous interactive English online learning. Then, the data shows for chapter 6 comprising guidelines for conducting online English online assessment in asynchronous. Moreover, the data shows for chapter 7 comprising an explanation of the importance of creating interactive

online English learning and the benefits of guidelines for interactive online English learning in Senior High School.

In sum, the research question one provides a basis for the development of the product. Then, research question two was developed based on data framed by literature reviewed in chapter 2.

4.2 Suggestions and recommendations

Considering the result of the research, the suggestions and recommendations given to provide ideas on the further research and sides in the practical significance of research experience.

4.2.1 Suggestions

Because this research was conducted in a very limited time, the series of research and development was not fully carried out. This study only carried out several research steps and developed guidelines for interactive English online learning in senior high schools. This research was only carried out until the product validation stage. For further research, it is necessary to conduct product trials and revise the results of product trials. The limited literature in this research also does not support the development of comprehensive research instruments. Further research can be aimed at a more comprehensive literature review for the development of a better instrument.

This study is aimed at developing guidelines for online learning of English at the high school level. The content of online English learning tools or media contained in the developed guidelines are also still limited to the introduction of the features in several applications and recommendations for using applications that are suitable for use in several activities in online English learning. There is also no explanation in the developed guidelines regarding the advantages and disadvantages of several online learning applications and also the solutions when distractions occur in these applications. Therefore, the development of online English learning guidelines for other levels of education, the development of

English online learning guidelines for more detailed and specific English learning activities, and including recommendations for interesting applications along with examples of tutorials for use in several online English learning activities and also solutions when there is distraction in online learning applications also should be carried out in further research.

4.2.2 Recommendations

For teachers, the guidelines are expected to be used to guide teachers in carrying out interactive online English learning activities in senior high schools which include preliminary activities, core activities, closing activities, and assessment activities. The guidelines are expected to be used to guide teachers in designing, facilitating, implementing, reflecting on online English learning to create interactive English online learning in high school.

For students, the guidelines are expected to be used to guide students in carrying out interactive online English learning activities in senior high schools which include preliminary activities, core activities, closing activities, and assessment activities. The guidelines are expected to be used to guide students in what students should do when conducting preliminary/core/closing activities and guide students in how to use online English learning tools or media to create interactive English online learning in high school.

For guidelines developers, learning guidelines must be developed in such a way that involves needs analysis so that it can cover the needs of teachers and students. Guidelines developers must also be able to make the potential of previous learning guidelines more effective or become stronger and more advanced.