CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was designed to find the students' perception of the use of Vclass as a supportive media to help the students in learning English specifically in the Addition Language Development course at a university in West Java. After analyzing the data from the participants, the researcher found that the students perceived that Vclass is a helpful platform for learning especially in the Additional Language Development course. This platform assisted the students with time management, comprehension improvement, and self-assessment through assignment activities. On the other hand, students can also improve their critical thinking and enhance their engagement through discussion in Vclass. Additionally, by the availability of the material posted by the lecturer, students can prepare for learning related to the material that will be explained.

Moreover, students also claim that Vclass is easy to log in as well as easy to operate, especially when operated using a laptop. Nevertheless, the students also mentioned that they discovered several obstacles when using Vclass. One of the obstacles is that there are no notifications that can notify the students when there are new activities that must be completed on that platform. In summary, students' perceptions of the use of Vclass in the Additional Language Development course reveal both positive and negative aspects. While Vclass offers greater flexibility and practicality in learning, there remains a need for further development, particularly regarding notifications. Despite its limitations, Vclass remains a relevant teaching medium due to the numerous benefits provided by Vclass to students, as outlined in Chapter 4.

5.2 Suggestions

The limitation of this research is that it uses a case study that commonly uses multiple methods to collect the data. However, in this study, the researcher

only uses one method called a semi-structured interview. So, for future research, it is suggested to use another method in collecting the data. In addition, due to the challenges explained in 4.2, which is the lack of notifications, the researcher proposes that if you want to use Vclass, it must be accompanied by other media such as WhatsApp because Vclass cannot provide notifications to students if there are new activities that need to be done.

Moreover, the present study only emphasizes investigating students' perceptions of the use of Vclass as a learning media in Additional Language Development courses. Yet, the research did not explain the lecturers' perceptions of the use of Vclass in their classes. It is recommended to investigate the lecturers' perceptions to support the lecturers' evaluation of the learning media used. It may also contribute to solve the problem that may happen in the English learning process when using Vclass as a learning medium from the lecturers' point of view.