CHAPTER V

CONCLUSIONS AND

SUGGESTIONS

This chapter presents the conclusions and recommendations of this study. The conclusions are drawn based on the data analysis of the research findings in the previous chapter. Meanwhile, the recommendations are written to improve future research in this field.

A. Conclusions

Based on the findings and discussions presented in the previous chapter, it is evident that students' perceptions of using WhatsApp applications for online learning entail various opinions and responses regarding both the advantages and disadvantages.

One of the notable advantages of online learning through WhatsApp is its cost-saving aspect, as it reduces the financial burden for both students and teachers by eliminating the need for extensive travel and infrastructure costs. Additionally, WhatsApp offers easy access, allowing students to engage in learning activities anywhere and anytime using smartphones or computers.

However, several disadvantages were also identified. Students often struggle to understand the material due to unclear explanations, exacerbated by unreliable internet connections, especially in rural areas. Limited interaction space and time constraints further hinder effective online learning via WhatsApp. Additionally, the passive nature of learning through WhatsApp compared to

traditional methods and the potential for disturbances to student concentration pose additional challenges.

Despite the advantages offered by WhatsApp for online learning, the researcher concludes that it may not yield optimal results in achieving learning goals. The identified disadvantages, particularly difficulties in understanding the material and disruptions to student concentration, negatively impact student achievement. Therefore, while WhatsApp presents opportunities for online learning, its effectiveness in the classroom may be limited, necessitating the consideration of alternative approaches to enhance learning outcomes.

B. Suggestions

The researcher aims to provide recommendations for students, teachers, lecturers, and future researchers based on the findings of this study. For students, it is hoped that they can engage in discussions with their teachers to identify the most effective methods for teaching and learning via online platforms, thereby enhancing their learning experiences. While WhatsApp is recognized as a useful tool for learning, it may not be the optimal application for all learning needs.

For teachers and lecturers, the researcher suggests fostering increased motivation among students to encourage active participation in learning. Exploring alternative methods or models for online teaching, particularly through WhatsApp, is advised to generate greater student interest and engagement. Additionally, teachers should strive to be more innovative in their approach to preparing materials and delivering instruction via WhatsApp to enhance students' comprehension of the subject matter.

Regarding future research, the researcher hopes this study will serve as a reference for investigating student perceptions of using WhatsApp for online learning. Acknowledging the limitations of this study, it is encouraged that future researchers delve deeper into this area of research to provide a more comprehensive understanding of the topic. Continued research efforts can contribute to the advancement of knowledge in this field.