

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter discussed the conclusions, the implications and limitation as well as the recommendations for future research. It reports on the overall results of the study and how it contributes to not only the existing studies but also the future studies who concerns with this issue of MALA implementation. It also covered the research limitation which have been sorted out from the whole process of the study. Several recommendations for researchers as well as the stake holder were fully given respectfully.

5.1 Conclusions

The aim of this study was to investigate the potential of Mobile-Assisted Language Assessment (MALA) implementation in supporting EFL academic oral presentation class. By focusing on WhatsApp as the platform of MALA practiced by the teacher as well as students and only perceived by students, the study revealed some findings indicating that the potential of MALA in supporting students' academic oral presentation was that it supported feedback activities.

The findings of the present study indicate that the implementation of MALA facilitates academic oral presentation instructional practices in several ways, such as engaging students in the MALA activities in the academic oral presentation class and engaging the students in responding to the feedback given. Moreover, the investigation of the EFL students' views of the implementation of MALA in facilitating the academic oral presentation class revealed the facilitative features which make it a useful tool for making the presentation such as interactivity, flexibility, and the opportunity to monitor as well as reflect.

Despite the advantages of MALA implementation in supporting and facilitating the academic oral presentation practices, it sometimes poses challenges for students that may affect their positive views of this practice including slow internet connection, the technical problems of the media and the issues of the other sides of the flexibility that led to the slow responses and the irresponsibility of their own learning.

5.2 Implications

Numbers of contributions and implications may be taken from the findings of the current study. The first implication, targeting teachers, concerns MALA implementation. The findings showed that students expressed a high level of interest in the MALA implementation which indicated that this kind of method of assessment has more potential to engage students than the more commonly used method in EFL academic oral presentation. In other words, the MALA activities in academic oral presentation class, which involves students more in the process of assessment, engaged them more effectively in the learning activities. Therefore, teachers should consider adapting this kind of method of assessment into their class particularly academic oral presentation class as a means of increasing students' engagement and supporting the following performance of presentation.

Regarding the implementation, the findings point out the importance of pairing students in order to give each other some feedback to their presentation performance. In this particular study, the students themselves resolved many of their linguistic problems through peer feedback and assistance. At the same time, the findings reveal that the successful task performance of the students demands a degree of mutuality from the higher level of students who needs to be willing to provide language support and give encouragement feedback. Moreover, the findings suggest that the teacher co-construction help is important, specifically at the beginning of the program. Therefore, the role of the teachers here is needed in order to prepare the students for being a good interlocutor who know the value of assisting their peers and of being sensitive as well as responsive in peer interaction (Choi & Iwashita, 2016; Kim & McDonough, 2011). As a results, besides the needs to give training and instruction on the activities in advance, constant instruction and observation of student' practices in academic oral presentation class using MALA appear to be crucial in terms of making the students to be engaged and enabling the students to do their activities during the process of the implementation of MALA.

The second implication, spotting education managers and stake holder, is concerned with the technological support required for teachers as well as students

Raden Hasby Isnaindy Fasa, 2022

MOBILE-ASSISTED LANGUAGE ASSESSMENT (MALA): THE ADVANTAGES AND DISADVANTAGES IN ASSESSING EFL ACADEMIC ORAL PRESENTATIONS

Universitas Pendidikan Indonesia | repository@upi.edu | perpustakaan@upi.edu

in implementing this method. The results suggest that beside the teacher pedagogical ability to handle the class, the successful implementation of MALA into EFL academic oral presentation class also depends on the facilities of mobile devices as well the internet connection owned by the teachers and the students. This is very important since the devices facilities play a crucial role in the successful of MALA implementation in academic oral presentation class. Therefore, providing the teacher and students compatible facilities were recommended for the stake holders in order to make the implementation of MALA be more successful.

Theoretically, the findings of this particular study revealed that it is crucial to interpret MALA implementation through the angle of not only cognitive but also sociocultural perspectives. When the sociocultural perspectives have given valuable insights into the way in which EFL students support each other's learning and how social dynamics support task performance, meanwhile the cognitive perspectives facilitated an understanding of how students negotiated for meaning during the discussions in peer feedback. The enactment of both of perspectives helped uncover more entirely the process of MALA implementation in the EFL academic oral presentation classroom and how this process supported and facilitated the students. The findings highlight the potential of MALA in supporting students' academic oral presentation was the feedback activities. The results have confirmed the value of feedback that when approached from the process approach to academic oral presentation (e.g., Teng, 2018) and sociocultural theory (Vygotsky 1978), plays a crucial role in assisting students in order to recognize various issues in their academic oral presentation performance, observe the strengths and weaknesses, evaluate each other and revise their presentation. Therefore, this study is contributing to a future study that particularly concerns with the mobile-assisted language assessment issue in the English language teaching field.

5.3 Recommendations

This particular study has several limitations that should be highlighted which requires acknowledgment and at the same time provide areas for future

Raden Hasby Isnaindy Fasa, 2022

MOBILE-ASSISTED LANGUAGE ASSESSMENT (MALA): THE ADVANTAGES AND DISADVANTAGES IN ASSESSING EFL ACADEMIC ORAL PRESENTATIONS

Universitas Pendidikan Indonesia | repository@upi.edu | perpustakaan@upi.edu

studies. First, the study involved a small group of EFL students during the implementation of MALA in academic oral presentation class. This small number of samples is not necessarily representative of a wider population of EFL students in that particular campus or even a EFL students in Indonesia. Moreover, the students in this particular study were relatively not quite good in both pedagogical skills and language skills given the fact that they were nursing students who were not focusing on the English language learning at their department. Therefore, the findings should not be generalized for students who may not meet a specific proficiency requirement or whose pedagogical competence may be underdeveloped. Next research that incorporating an identical design with a larger number of samples or particularly with higher level of proficiency would be valuable. Furthermore, a longitudinal intervention which covers a more substantial overview of the activities would be beneficial to provide even more insights into the implementation of MALA in academic oral presentation class and to establish specific learning gains resulted from MALA.

Secondly, the study was limited to students' peer assessment of presentation performance through video which is not includes the whole process of making the video presentation. Thus, future study should aim to provide a comprehensive investigation of the whole process of making video presentation starting from generating ideas or planning, recording and performing and the process of editing. Analysis of the students' academic oral presentations performance in this study was also exclusive to the identification of the peer feedback through evaluation form in the comment feature of WhatsApp group. However, for future researchers interested in this issue of MALA implementation in supporting student' academic oral presentation, they should include evaluation or assessment of students' presentation performance in more detail from opening to the closing of the presentation.

Next, as discussed in the methodology chapter, the position of the researcher of this study who also played as the teacher may offer both advantages and disadvantages. Deciding the roles during the studies sometimes might confusing and causes some difficulties. For instance, is like missing the

Raden Hasby Isnaindy Fasa, 2022

MOBILE-ASSISTED LANGUAGE ASSESSMENT (MALA): THE ADVANTAGES AND DISADVANTAGES IN ASSESSING EFL ACADEMIC ORAL PRESENTATIONS

Universitas Pendidikan Indonesia | repository@upi.edu | perpustakaan@upi.edu

opportunity to note some moments because of too busy in handling the class activities. Moreover, during the interview, the students' responses might have been influenced by the fact that the interviewer was also the teacher of the class. Therefore, further research is needed to explore more on this issue in different contexts of class situation and even a longer period of time in order to investigate more on the implementation of MALA.

Finally, this particular study recommends that continued efforts are needed to investigate the teachers' voice toward this issue. The study needs to encourage the teachers to reflect on their current practices, find ways to recreate the learning activities, implementing it in their own context of classrooms situation and finally reflect on the process of the implementations. Teachers' reflections may offer not only important but also beneficial insights into the implementation of MALA in class, particularly in EFL academic oral presentation class which could possibly beneficial for education managers and school stake holders.