CHAPTER V
CONCLUSION

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This chapter presents the summary of the previous chapters as well as the conclusion. The writer also provides the suggestions to maintain a good online discussion.

5.1. Summary and Conclusion

To answer the research problems formulated in Chapter I, the writer discussed some theories as the basic concepts, namely: the Contrastive Analysis Hypothesis, the convention of grammatical rules, and Keller's ABAF model.
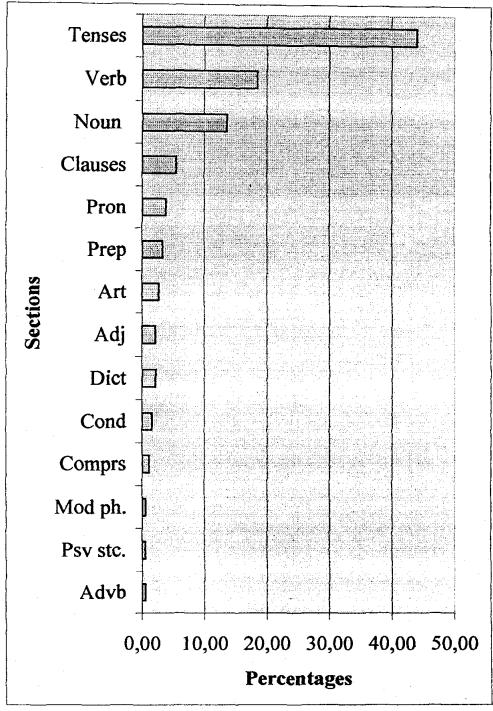
The Contrastive Analysis Hypothesis states that it is possible to contrast the system of one language –the grammar, phonology, and lexicon– with the system of a second language in order to predict those difficulties which the learner of the second language will have (Wardhaugh, 1978). In language teaching, it has been influential through the Contrastive Analysis hypothesis that claims that difficulties in language learning derive from the difference between the second language and first language, that errors in this area derive from first language interference and that these errors can be predicted and remedied. (Johnson and Johnson, 1999)

To analyze the data, the writer used some source books: 'The Fundamentals of English Grammar', and 'Understanding and Using English Grammar', by Betty Schrampfer Azar and 'How to teach Grammar' by Scott Thornbury.

John Keller developed a model of motivational design to enhance the teaching-learning process, called ARCS. According to Keller's ARCS model, there are four factors that influence the learners' motivation to learn something: Attention, Relevance, Confidence, and Satisfaction. To attach it more to the needs of this study, the decision to use a smaller section of ARCS concentrating on apathy, boredom, anxiety and flow (ABAF) was made, as it was applied on other previously carried out studies.

Having analyzed the data, the writer found out that the errors found in the data can mainly be categorized into 14 categories, namely: Adjectives, Adverbs, Articles, Clauses, Comparisons, Conditionals, Noun types, Passive sentences, Prepositions, Pronouns, Tenses, Verb types, Modifying phrases, and Dictions.

The sequence of the sections under which the errors found, based on the frequency of the errors are:

Tenses	(81)	44.02%	Adjectives	(4)	2,18%
Verb types	(34)	18.48%	Dictions	(4)	2.18%
Noun types	(25)	13.59%	Conditionals	(3)	1.63%
Clause	(10)	5.43%	Comparisons	(2)	1.09%
Pronouns	(7)	3.80%	Adverbs	(1)	0,54%
Prepositions	(6)	3.26%	Passive sentences	(1)	0.54%
Articles	(5)	2.72%	Modifying phrases	(1)	0.54%

The percentages of the errors found in the data are shown in the following chart:

Table 5 – 1

There was only one sentence found that can be categorized under 'Anxiety'. According to Keller, from the sentences under this category, we can see his/her doubts, worries, uncertainties about something. In some cases, he/she is afraid that what he/she writes will hurt others' feeling. In some more often cases, the students are afraid if their questions will not be worth asking or inappropriate to ask in such a discussion forum. The reason there was only one sentence in the online discussion meeting these criteria, is likely that the students were so hesitant to express what they feel clearly. It would have been different if the students had been allowed to use pseudonyms. Their fright can also be a factor contributing to the errors.

There were 30% of the total sentences that can be categorized under 'Flow' section. The sentences chosen were those having significant content, which hopefully could help their friends in understanding the topic. So, the students can also help each other, not only rely on the teacher's explanation. These sentences will noticeably be a quite appropriate means to determine the students' enthusiasm toward the topic. Their being so engaged in constructing sentences can also be a factor contributing to the errors.

Some main factors that can be identified as the causes of the errors are: the lack of the English grammar mastery, their fright that emerged when they wrote the sentences, and their being so engaged in constructing sentences.

Although the students had to join the online discussion using their real names, few sentences showing what they feel about a certain thing, and how they express it were also found. Joining the online discussion using their real names

makes it hard for the students to express their feeling clearly. If they had used their nicknames instead of their real names, the writer believes that they would have been more expressive. Still, there were some sentences that could be identified in the online discussion. These sentences were taken considering the fact that they would never be spoken in a class room, or in a face-to-face interaction, because some sentences consist sensitive issues as well.

5.2.   Maintaining an online discussion

The result of this study gives significant contribution to the teaching and learning process, specially dealing with the lifelong learning. In the previous discussion, lifelong learning can also be defined as all purposeful learning activities whether formal, non-formal or informal. This study highlights the informal aspect of lifelong learning, because in the informal learning, learning can also be achieved through television and life experiences. Included here is the learners' engaging themselves actively in the online discussion. Realization of the lifelong learning depends on the learner as the individual. Vital in this respect are the attitudes of the learners to their own needs and further learning, the need to learn what is new and attitudes to education. Therefore, the students' need to come to the online discussion should come from within themselves, not as a result of somebody else's making them to do so.

Since informal ways of learning play an important role in the future, how they perceive the online discussion, and how they motivate themselves determine
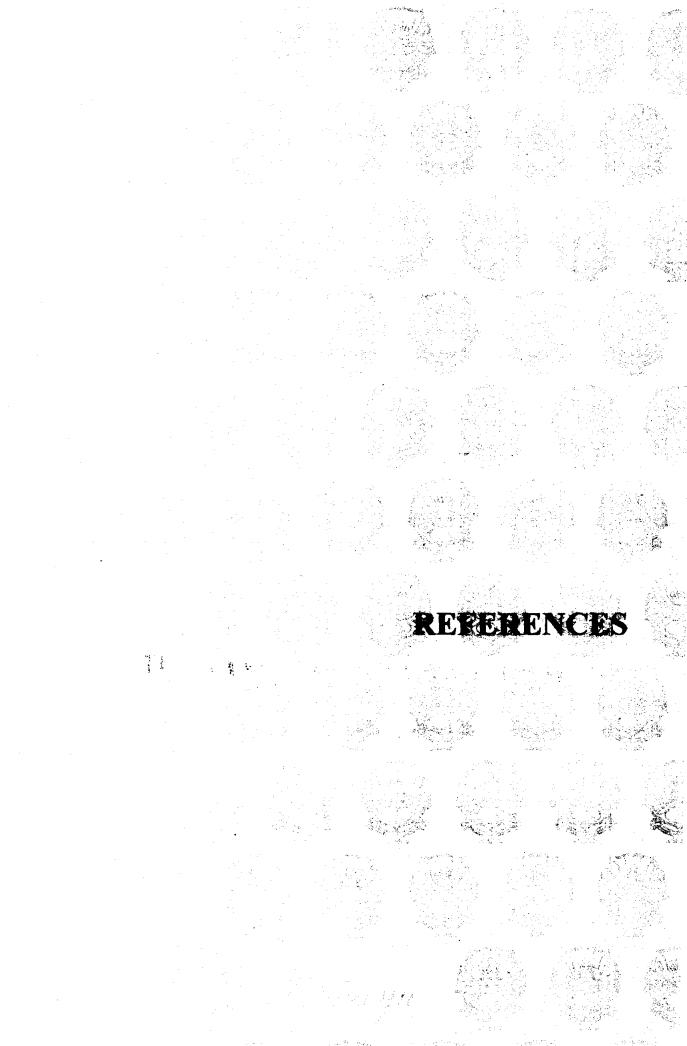
their achievement in completing the lifelong learning, thus affecting their academic achievement as well.

The online discussion from which the writer collected the data is generally quite well-maintained. The topics in the online discussion vary. Mostly, they depend on the topic that a certain group presents on a certain day. In some cases, some new topics will emerge from the previous ones, due to some students' interest in their classmates' opinions in the online discussion. They will challenge others' view, resulting in a quite good debate among them. This will gradually improve their understanding about a certain topic. So they don't necessarily have to depend on the lecturer's explanations only.

As a matter of fact, in an online discussion, shy students will be encouraged to ask questions about what he/she doesn't understand. Then, the other classmates can discuss it together. They don't have to be shy, because there will be no peers that will actually look at them.

However, there are still some drawbacks. As stated before, the most obvious thing is that in the online discussion discussed in this study, the participants joined the online discussion using their real names. To encourage them more, the participants are supposed to join the discussion using pseudonyms. So, no matter what they write, the others will not be able to know who writes the sentences. Still, the role of the lecturer is needed. The students will still have to reveal their pseudonyms to the lecturer, thus the lecturer can still control the progress of the online discussion.

The lecturer should also emphasize the significance of attending the online discussion regularly. Because it is almost impossible to have an intensive discussion upon a certain topic within the limited time provided in class. I think it is just fair if the lecturer gives more profound explanations in the online discussion, as a 'reward' for those who are actively engaged in it. Furthermore, another advantage of an online discussion is that it can be applied to almost all subjects. Thus, the lecturers of any subjects can maintain an online discussion to provide a place for an intensive discussion with the students. By having one, the lecturers can observe their understanding about the subject, their grammatical competence, and it will also enrich the students' information by gathering other information he/she gets from others.

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