

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion presented in Chapter IV, it can be concluded that the fourth-semester students of the English Education Program at Muhammadiyah University of Bengkulu were generally satisfied with online learning in writing class during the COVID-19 pandemic. This conclusion is based on the overall mean score of 2.87, which falls into the category of Satisfied according to the interpretation of the 4-point Likert Scale used in this research.

The findings showed that all five dimensions of student satisfaction were categorized as Satisfied, indicating that students had positive perceptions toward various aspects of online learning in writing class. Among the five dimensions, Learner–Technology Interaction obtained the highest mean score (3.02), which indicates that students were most satisfied with the use of technology, accessibility of online platforms, and digital learning tools used during online classes. This finding suggests that technological support played an important role in facilitating students' participation and learning activities in writing class.

The second highest mean score was found in Learner–Content Interaction (2.90), showing that students were satisfied with the accessibility and quality of learning materials provided in online writing classes. Meanwhile, Learner–Learner Interaction (2.86) and Learner–Instructor Interaction

(2.80) also indicated satisfactory results, meaning that communication among students and interaction between students and lecturers were generally positive, although they still require improvement. The lowest mean score was found in General Satisfaction (2.77), suggesting that some students still experienced challenges related to motivation, learning atmosphere, and understanding writing materials during online learning.

Overall, this research concludes that online learning in writing class during the COVID-19 pandemic at Muhammadiyah University of Bengkulu was positively perceived by students. However, improvements in communication, interaction, and teaching strategies are still needed to enhance students' overall learning experiences and satisfaction in online writing instruction.

5.2 Suggestion

Based on the conclusion above, the researcher would like to offer several suggestions for related parties:

1. For Lecturers

Lecturers are expected to improve the quality of interaction in online writing classes by providing clearer explanations, more detailed writing guidance, and constructive feedback on students' writing assignments. In addition, lecturers should create more interactive learning activities such as online discussions, peer-review sessions, and collaborative writing exercises to increase students' engagement and satisfaction.

2. For Students

Students are encouraged to participate actively in online learning activities, communicate openly with lecturers when facing difficulties, and make use of available digital learning resources to improve their writing skills. Students should also develop self-discipline and independent learning habits in order to maximize the benefits of online learning.

3. For the University

The university is expected to continue improving technological infrastructure and digital learning support systems to facilitate effective online learning. Providing stable learning platforms, internet access support, and training related to digital learning tools can help improve students' learning experiences and satisfaction.

4. For Future Researchers

Future researchers are suggested to conduct further studies related to student satisfaction in online learning by involving larger samples, different study programs, or different educational levels. Future studies may also use mixed methods by combining quantitative and qualitative approaches in order to obtain deeper understanding of students' experiences and perceptions toward online learning, especially in writing instruction.