

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions and suggestions from this research. Conclusions are formulated from research questions.

5.1 Conclusion

Based on the result of the data analysis and discussion. The researcher found the result of the data from questioner of each student, EFL students' views on indonesia's curriculum were positive but there some negative views in technical indicator. Based on the students' views, the researcher found that the mean score of EFL students' views on indonesia's curriculum: freedom to learn-independent campus were namely views (76.50%), and obstacles 76.92%), the average percentage was 78.56%. The percentage results are in the score range of 61 - 80% which can be categorized as good. Based on the results of the research, the conclusions that can be obtained are as follows:

1. The EFL students' views on Curriculum Freedom to Learn – Independent Campus (MBKM). After studying the data, the researcher came to a final conclusion to explain, the data were classified into three indicator views including EFL students' views of techical, students' views of learning process, and learning evaluation. The researcher found that EFL Students' views of technical indicators in MBKM learning are positive, which are they don't experience signal problems and can access MBKM learning easily. Students' views of learning process indicators in MBKM learning are on average positive, in which students are able to understand the MBKM learning material through discussion and communication between lecturers and students goes well. Some students better understand the teaching materials made by lecturers and some are sourced from other teaching materials. Not many tasks given so that they can do the task optimally and independently. Students' views of learning evaluation indicators in MBKM learning are on average positive, that is students can do midterm exam and final exam well independently. Students are

satisfied with the implementation of MBKM learning so they are interested in following it again in the next semester. The positive impact obtained when participating in MBKM learning is to increase the relationship of friends and lecturers and can improve communication skills when conducting group discussions.

As the researcher found, the students' should have this positive impact because its really important for learning but there some indicator that be negative impact for student it was in average category by the studets' views. So, from this conclusion the researcher could say that the sosialisation from lecture is importain for students' to know or understand about definition or media learning of freedom to learn-independent campus/MBKM curriculum.

2. The obstacles faced by EFL students' learning in Curriculum Freedom to Learn – Independent Campus (MBKM). Based on analysis result, it can be conclude that students' view on obstacles indicators in MBKM learning are average positive, that is student can fast adaptation on curricullum MBKM. Furthermore, as many as 63% of students stated that there had been no negative impact when they participated in MBKM learning. However, students feel that MBKM learning is not optimal because it is done online. MBKM is a program that supports students to improve thinking and sosial skills through an active learning approach. In applying active learning, documentary institutions in higher aducation must be able to strengthen their existence as MBKM partners to support the vision and mission of higher education.

As the researcher found, the students' should have this negative impact because the students have difficulty adapting and difficulty understanding lessons in MBKM curriculum for student it was in average category by the studets' obstacles. So, from this conclusion the researcher could say that the obstacles of freedom to learn-independent campus/MBKM curriculum was implemented the students difficulty in adapting and understanding lessons.

5.2 Suggestion

This study also gives some suggestions regarding to EFL students' views on indonesia's curriculum: freedom to learn-independent campus . Based on the results of this research, researcher was considering some suggestions for English teachers, students, and future researchers. The researcher's suggestions were as follows:

1. For english teachers

Should socialize in more detail regarding access to MBKM learning to students. They should be more creative in preparing teaching materials in order to increase the knowledge gained for students who take MBKM learning.

2. For student

Based on the results of the research about EFL students' views on indonesia's curriculum: freedom to learn-independent campus . All the students are encourage to take part in freedom to learn-independent campus (MBKM) program. Thus, the students can improve their soft skills and hard skills that will be useful in the future.

3. For future research

This study has researched about the analysis of EFL students' views on indonesia's curriculum: freedom to learn-independent campus. Therefore, the next researchers can conduct similar research on this topic by focusing to one the form of learning activity in the freedom to learn-independent campus (MBKM) program.

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