

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws conclusions and suggestions of this study about the result into conclusion and suggestions for future research.

5-1 Conclusion

The result from WEBLEI measurement of Emancipatory dimension is better on the first prototype than of the second prototype with (0.6) mean difference, but for the other aspects were better on the second prototype than on the first prototype. This finding shows that the students might not feel free from restraint, control, or other bondage in using the second prototype more than on the first prototype. After analyzing the interview, we found that Student c does not understand the “delayed function” on the other system. The delayed function is a function that will prohibit the students from commenting for 30 seconds, if the other student pressed the button, so they will have more time to read the comments. The researcher suggests the solution to improve the instructional design before the test the system to the students, with explicit instruction, and the introduction of each function, so the students would get a better understanding of each function. The principle from the nine principles that would be better to be applied more in the design is “The arrangement of options/menus is appropriate,” which also mean that every buttons, functions, and aspect are meaningful. The Co-participatory, Qualia, and The Information Structure & Design were better on the second prototype, and this means that the second prototype gives better user experience than the first prototype, and received better acceptance on the User Interface. The nine principles that adapted from Cognitive Load (CL) theory combined with the User Interface (UI) and User Experience (UX) principles is proved to give the best result since it also considers the needs of the students and to make an effective system.

The application of those principles in this research gave good results, and it can be applied to other argumentation system in the future. What to consider is also the emancipatory aspect, since it is good to have a system that could lead the students to achieve the goal of learning activity, but it also important to keep them feel free from restraint, control, or the power of another or free from bondage.

This study proved that by implementing the integrated framework and nine design principles is increased the usability aspect on the synchronous online argumentation system. And the perception of the students is more positive toward the second prototype.

This study proved that the nine principles are good, applicable, and qualified to be used in designing a system to achieve better usability aspect to design a better system in the future. For the future research, it would be a research to study about the Cognitive Load (CL) field on students, measure their CL and test if the future system really works on decrease the CL and what strategy and method that would be helpful for the next research.

5-2 Suggestion

Based on the findings in this study, it would be better to have more time to introduce a new function to the students before letting them use the system. Because some students need a better understanding of this function. To apply the nine principles to develop a system is best by really do the User Experience research first to understand the user needs.

For the future research would be better to do the Cognitive Load research first before applying the design principles to make a system because every student in different school or country might have different result and needs.

These principles must be interpreted, refined, and extended for each environment. They have their limitations but will provide a good starting point for mobile, desktop, and web designers. The principles presented in the ensuing sections focus on increasing the usability of the system.