CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the research findings based on the questions proposed in chapter one and some recommendations. This chapter, then, is divided into two parts, the first part is concerned with the conclusions of the study and the second part deals with the recommendations relevant to the study.

5.1 Conclusion

This study seeks to examine the implementation of blended learning by incorporating moodle platform into face-to-face classroom reading comprehension activities at senior high school level in Indonesian context. The report is aimed to describe (1) how moodle is developed to facilitate students' reading comprehension activities in blended learning context, (2) how moodle shapes students' learning environment for reading comprehension in blended learning context, and (3) the strengths and weaknesses of moodle for reading comprehension activities in blended learning context.

It is found that three moodle features (Forum, Quiz, and Grade) are developed for reading comprehension activities. It is also found that moodle shapes students learning environment for reading comprehension activities by administering three pedagogical phases of blended learning implementation. They are online preview, onsite instruction and online lab tutorial. Finally, it is also found that students attitude toward moodle implementation for reading comprehension is positive. It means that moodle helped students comprehend texts in learning process, moodle supported outside classroom learning environment, incorporating moodle to support classroom reading comprehension activities was a new way in learning English, moodle supported social interaction among students-students, students-teacher, and teacher-students.

Developing forum, single simple discussion forum type was chosen in this study. Developing the forum type, setting forum front page for classroom discussion, a picture related to a topic was inserted. Then, there were topic threads

by asking a question, stating a problem, and specifying an assignment while the other course participants could react to the initial forum post and to any other post in the forum. Then, developing quiz, it is developed by administering self-marking multiple-choices questions. Every question contained five options with one right answer. The multiple-choice question behavior was set into adaptive mode. Adaptive mode made up each questions were randomly shuffled each time students attempted a quiz. Students were able to attempt a quiz more than one times. Finally, developing moodle grade is done by activating *Scores* menu in the review options in the moodle course page setting. There were three review options of grade behavior in moodle in this study: (1) Immediately after the attempt, (2) Later, while the quiz is still open, and (3) After the quiz is closed.

Furthermore, shaping students' learning environment for reading comprehension activities by implementing three pedagogical phases of administering blended learning (online preview, onsite instruction, and online lab tutorial) is realized through three characteristics. They are (1) administering blended learning does not replace the role of teacher in teaching learning process, (2) classroom activities still has normal portion as in face-to-face teaching learning process, and (3) part of learning instructions and materials are uploaded by course administrator and were accessible by course participants online (Dziuban et al., 2004; Cole & Foster, 2008; Bailey et al., 2013).

In addition, administering blended learning, two weaknesses of administering blended learning, which is web-based system, are also found in this study. They are the limitation of internet connection and the limitation of hosting space. The internet connection during this study was considered slow by the course participants. Moreover, course participants are not allowed to upload pictures or files to support their online discussions since the school only has one gigabyte of hosting space. These findings are in line with Latchem & Jung (2010) who conducted a study in universities context, such as, Open University Malaysia and the Palestinian Al-Quds Open University found that the challenge of using e-

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learning which was online web-based was constrained by limited infrastructure and experience, high costs, and slow internet speeds.

5.2 Recommendation

Based on the research findings, some suggestions are proposed both for further research and for practical purposes.

This study investigates three moodle features (Forum, Quiz, and Grade) from at least six moodle features. Further research is recommended to investigate the other three moodle features (uploading and sharing materials, chats, and gathering and reviewing assignments) for reading comprehension activities. In addition, it is also worth investigating moodle implementation in terms of blended learning for other subjects taught at school.

This study also proposed some suggestions with regard to the practical of English Language Teaching (ELT), i.e. for teacher, school, and government.

For teacher, administering blended learning, by incorporating moodle to support face-to-face classroom reading comprehension activities, teachers need a friendly site administrator. Teacher also considers which part of learning materials and instructions are put and accessed online, and what activities are administered on face-to-face classroom activities. Furthermore, since moodle comes with a number of predefined roles, teacher needs to understand those roles in administering blended learning. It is also more beneficial for teacher to administer course as an *editing teachers* than as a *non-editing teachers* in blended learning context.

For school, the research finding indicates that school plays an important role in determining the success of incorporating moodle to support face-to-face classroom teaching learning activities. School needs to employ a friendly staff administrator who concerns to manage and maintain school website and moodle platform by managing course categories and courses.

For government, administering blended learning in this study is constrained by limited infrastructure and internet connection. Therefore, government together with school provides infrastructures including school computer laboratory, which

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occupied with a number of computers that are supported by expanded broadband access and website for sustainable online activities outside and inside classroom environment.