

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

The exploration of some features in a Moodle website was presented in the previous chapter. This ongoing chapter enunciates the reflections on the process as a whole. It commences by presenting the conclusions as lessons learned from the principal findings. Subsequently, some limitations were also put forward to put the findings in proper objectiveness. Finally, the closing curtain was lowered as recommendations for fixture study in terms of both products and processes were suggested.

5.2 Conclusions

The prevailing objectives of this study were to describe the features of a Moodle-site and determine which of these features have the potentials to support the teaching of writing the narrative texts to the eighth grade students of junior high school. To accomplish the goals it became necessary to have adequate understanding upon the context of teaching, the content of language to teach, and the technology to implement. Therefore, the literature review presented in Chapter II was conducted to provide the ground work for the study to go forward. With reference to the nature of the research question, the Descriptive method was

presented in Chapter III. Subsequently, the answers for the research question were elaborated in details Chapter IV.

5.2.1 Research question answered

What are the features of a Moodle-site that have the potential to support the teaching of writing using the genre-based approach at the eighth grade level of Junior high school?

Moodle-sites have an abundant of features which can be used for learning. However, the presentation of the dedicated Moodle-site (widyanarko.com) limited the discussion within the current teaching context undergone by the researcher. The Moodle-site under investigation was designed to act as support for teaching writing in the Junior high school level with the 2006 curriculum. Therefore, the features employed were selected to meet the available contexts (users, content, curriculum, learning theory, and technical difficulty). This study focused on introducing the Quiz and the Book Module for the BKoF, the Lesson and Quiz Module for the MoT, and the Wiki Module as an alternative mode for learning the collaborative writing in the JCoT and the individual writing on the ICoT.

5.2.2 Some lessons learned

This case study was intended to introduce a Moodle-site as a learning tool to support EFL writing practice in Indonesian junior high school context. As a set of learning materials, the website as the intended product, was carefully developed to

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meet the criteria of usefulness and effectiveness. The criteria for developing the website as an effective learning facility were also guided by related concepts from practicality, utility and functionality. However, the development itself was a complicated and resilient situation because of the multi-disciplinary status involving pedagogy, content, and technology.

First, pedagogical discipline instated that when a technological tool is used in a learning situation teachers should change the outlook on how learning should occur. Moreover, teachers should understand that the process of learning was intentional. It does not happen by chance and it was a systematically designed activity.

This study viewed learning from socio-constructionism. Learning is a process of knowledge construction involving social factors. The product should be devised to facilitate individual or self-paced learning as well as collaborative activities in small group and large group customs.

Secondly, the current practice of teaching EFL in Indonesian junior high school provided context of:

- 1) Content of English for this particular circumstance
- 2) Current policies applied in actual face-to-face class
- 3) Intended level of skills for the students.

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This study was directed to handle specific situations to make the objective clear and measurable. English content area was focused on developing writing skills. The Indonesian EFL curriculum gave the notion that English was taught using the Genre based approach. The delivery of learning EFL writing lessons was based on the process approach to writing. The strategy used to sequence the activity was the project based learning.

Finally, a website is a complicated piece of technology (Garret, 2010). There are some technical factors that can influence the effectiveness of integrating a Moodle site into a language teaching situation. It was not easy to apply the Moodle-site for the current situation despite the supporting claims from other researches. However, this case study can be treated as a pilot for other researchers who are interested in carrying out another study for evaluating Moodle effectiveness in the form or experiments.

5.3 Limitations

There were at least four limitations of this present study which were related to research approach and objectivity.

5.3.1 Qualitative research approach

As a consequence of using the qualitative research, the results of this study were not generalizable to other situation. This study set its focus merely on a particular part of the instructional design; the website as a set of materials for learning.

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Other elements of the instructional systems were not elaborated in greater details. This can be regarded as giving too much emphasis on the product. Although, this study was initiated in such a willingness to balance the elements of pedagogy, content and technology, it turned out that the last element was more dominant than others. This situation could be improved by giving more time, manpower, and supporting resources.

5.3.2 Research Objectiveness

Inevitably, this study was also suspected for lack of objectivity for certain reasons. Firstly, apart from being a researcher, a number of other roles should be taken in doing inquiry. These included the roles as teacher, test administrator, observer, developer, data analyst and decision maker. To moderate this complication, the researcher called for favors from fellow teachers, computer specialists, and friends. Secondly, the small number of participants may not be reflective of all students in the targeted group.

5.4 Recommendations

There are at least two recommendations resulted from this simple case. This case study puts forward the concerns about the future for website and the future for the similar research.

5.4.1 The future of the widyanarko.com

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The Moodle site of widyanarko.com was created using a great deal of time and energy. It would be useful if there is a will to document the whole process in another type of deliverables. It was obvious that widyanarko.com has been developed and tested using real users with relatively reasonable acceptance. This site should encourage other researchers who are interested in developing web-based materials or using self-made website. Anyone is welcome to collaborate in expanding and improving widyanarko.com. The researcher also dares to challenge any other risk-takers to conduct investigation in using mobile phone as an interactive learning materials, or at least to develop a Moodle site that can be fully operational via smartphones.

Another area for future research relating to instructional technology is the development of computer-based or smartphone-based educational games. Based on the informal exploration of students' favorite activity in using computers and internet, it was found that they like games quite a lot. However, as indicated thoroughly in this thesis, future researchers should prepare themselves with support from experts in pedagogy, content and technology.

5.4.2 Language learning using technology

To the researcher's knowledge, little research has been published in the area of using web-based materials for teaching EFL in general and writing in particular. Most of master and doctorate students of the Educational University engaged more in researching EFL pedagogy and content. This was directed by the fact that

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most students understand research methodology based on the paradox of traditional quantitative and qualitative paradigm-war (Denzin, 2010). The use the developmental research approach in this study presented a research from different set of perspective. Nonetheless, the case study of widyanarko.com has shown that, if carefully embedded into existing activities where a need and a readiness exists, such an approach can be potentially advantageous. It is expected that this exercise will intrigue more inquiries into this promising domain.