CHAPTER V
CONCLUSIONS, LIMITATION AND SUGGESTIONS

The last chapter of the present study provides conclusions towards the discussion in the previous chapter. The limitation of the present research is also highlighted. Suggestions are presented as well as recommendations for the authority.

5.1   Conclusions

The findings of the present research indicate that Edmodo blended learning platform are implemented to teach writing at senior high schools by integrating the blended learning program flow into GBA writing cycles. The following is a concise elaboration of how the implementation takes place.

1) Kickoff events (BKOF), in which the students are introduced to the course by providing them with a text both in offline and online Edmodo classes;

2) Initial learning activities - check in events (modeling), in which the students are provided with another text either in offline or online Edmodo classes as well as the learning materials.

3) Second learning activities - check in events - final assessment - feedback and conclusion (join construction), in which the students start to write in collaborative small groups in Edmodo, post their work in Note menu, get feedback and comments from teachers, and finally publish their work in Note and Library menu.

However, the implementation do not go so smoothly as a number of issues emerged during the implementation, which are due to bandwidth, the students' confusion in using Edmodo, incompatibility of smartphone applications, and the students' lack responsibilities for learning.

The implementation of Edmodo in teaching writing also shows that Edmodo facilitates the students' engagement cognitively through Note menu. The Note menu which is used during the writing process apprarenty facilitates the students with interactivity and meaningful writing tasks. To be more detail, Edmodo

through Note menu facilitates the students' cognitive engagement by: 1) allowing the students to work independently within groups; 2) allowing the students to be concerning on quality of their work; 3) enabling the students to take parts in learning situations; and 4) directing the students to see Edmodo as a part of learning. Cognitive processes of order thinking specifically 'create', which contributes to critical thinking, are also facilitated by Note menu during the third flow. However, it is also identified that the students have lack responsibilities for their learning since they rely on each other on submitting tasks and rarely join the online classes.

In conjunction with the implementation and engagement, the students show various responses both positive and negative towards the use of Edmodo. Cognitively, the students think that Edmodo is good to use but since the platform is considered new in the classrooms, they find it difficult, particularly because of bandwidth and incompatibility of smartphone applications. Affectively, Edmodo is perceived to be simple to use and the students like to use it, but some other students do not think so because of bandwidth, confusion in using Edmodo as well as rare open to internet. Personally, the students see Edmodo to be easy to use in writing classes and allow them to learn anytime and anywhere, but still bandwidth, confusion in using Edmodo, rare access and incompatibility of smartphones become the constraints. Socially, Edmodo is viewed as a tool to communicate with teachers and other students, find and join wider learning communities, and allows the students to get feedback from teachers, but confusion in using Edmodo and rare open are identified as the problems. Additionally, the students state that Edmodo allows them to learn by their own styles, provides them with unlimited space and time for learning, and gives benefits for learning writing. However, as mentioned repeatedly, a bunch of constraints found due to bandwidth, the students' confusion in using Edmodo, incompatibility of devices and the students' lack responsibilities for learning.

5.2   Limitation

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Apart from the findings of the research, there are a number of matters have not been covered by the present research. First, the implementation of Edmodo in teaching writing is limited to only one single month. Therefore, to get more reliable data, longer research is suggested performing. Second, the effectiveness of using blended learning integrated into writing approach has not been investigated frequently in Indonesian context, specifically in remote areas in which technology is regarded as new. For that reason, further research can be conducted to measure whether or not blended learning works in improving students' learning outcome in remote areas. Third, another domain of engagement, behavioral or emotional, is also worth researching to see how students completely engage themselves in blended learning environment.

Briefly saying, Edmodo blended learning platform are implemented to teach writing to senior high school the students by integrating blended learning program flow into GBA writing cycles. Edmodo also facilitates students' engagement cognitively. In addition, Edmodo is perceived variously by the students. Bandwidth, confusion in using the platform, incompatibility of smartphone applications and students' lack responsibilities for learning are found as the limitation of the implementation of Edmodo in writing classes.

5.3 Suggestions

Regarding the findings of the study, a number of considerations are suggested for the authority and future research.

First, to create a stable blended learning environment, bandwidth and compatible devices come as an utmost factor to be concerned by educational institutions. Providing the students with sufficient internet facilities is an absolute prerequisite.

Second, it is a challenge for teachers to implement Edmodo in teaching writing collaboratively (group works) since the students apparently rely on each other to upload the writing drafts; therefore trying out individual works in Edmodo is suggested.

Third, to avoid confusion in using Edmodo learning platform, it is suggested that the students are introduced to the use of the platform pleadingly but at the same time they are also able to cope with the learning materials; trainings for using Edmodo is suggested to be organized by authority.

And the last, the students' engagement should be more enhanced by the use of Edmodo in blended learning classes. Improving the students' motivation to engage and take full responsibility in blended learning will be a key point in implementing a successful blended learning.

5.4   Concluding Remarks

The chapter has presented the conclusions of the present research. The limitations found during the research conducted have also been provided as an illustration for further researcher to conduct similar research. Suggestions for any related authority have been on hand as well.

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