

## **CHAPTER 5**

### **CONCLUSION & RECOMMENDATION**

This chapter presents the conclusion of the study covering conclusion, implication of study and recommendation.

#### **5.1 Conclusion**

The use of Edmodo as blended learning platform in teaching speaking to adult learners is considered useful due to the characteristic of the learners themselves. Adult learners are more responsible and eager to learn English because of their certain needs such as the demand in their work place as one of the professional development program. However they have limited time in learning English because they have another responsibility both in their work place and in their home. Hence, they wish for new learning model to accommodate their need. Besides, Edmodo, as discussed by Bonk and Graham (2005), has many advantages for both learners and teacher in term of space, time, fidelity, and humanist.

According to the findings and discussion, Edmodo is used in exploration and evaluation stages where the adult learners explore another learning activity by practicing speaking using recording that is sent to Note menu in Edmodo. Firstly, instructor upload material into Library menu in Edmodo. Next, Note menu is used for discussing the material or topic that have been uploaded in Library menu to give another input and exploration regarding English speaking material. Having observed and analyzed the material, learners are then asked to practice speaking by applying what they have learned both in the classroom training and in Edmodo discussion. They record their speaking practice and then submit it to Note menu in Edmodo. Peers

and instructor employ feedback to learners' speaking practice. Submitting assignment, delivering feedback, and grading are part of evaluation stage in Edmodo. Instructor give assignment to the learners in Assignment menu in Edmodo. Learners are asked to do the assignment and then should be submitted the assignment in Edmodo. Edmodo notifies learners and instructor regarding the assignment – dateline of the assignment submitting, participant who has submitted the assignment, number of assignment submitted. In addition, Edmodo also notifies instructor in term of grading the assignment. Apart of the good side achieved in Edmodo, there is drawback in the implementation. Some learners find Edmodo hard to be used in term of internet connection. Unstable connectivity is sometimes harmful to the implementation of online meeting. Besides, there are some learners who cannot join online meeting in Edmodo because of the urgent job. This case belongs to scheduling of online meeting. The other problem faced by some learners is the use of another device in practicing speaking in Edmodo. Mobile phone is the common device used for recording speaking practice. Some learners find their mobile phone run out of battery hence they cannot send their speaking practice.

As regard to learners' engagement, Edmodo facilitates cognitive, behavioral, and emotional engagement. In term of cognitive engagement, Edmodo enables learners to achieve goal and objective of the course. Recalling, applying, creating, and evaluating are revised Bloom taxonomy that are achieved by the learners in Edmodo. For behavioral engagement, Edmodo can control learners to obey the classroom/program regulation. Learners' attendance is one of the proof of behavioral engagement. It showed learners have high participation in Edmodo training (online meeting). In term of emotional engagement,

Edmodo is wished by the learners to accommodate them in practicing speaking. They look enthusiastic in joining Edmodo because it offers a new atmosphere and new experience in learning speaking.

The last concern in this study is learners' attitude toward the use of Edmodo as a blended learning platform in teaching and learning speaking. Most of the learners show a positive attitude toward the use of Edmodo as part of their learning process. Learners perceive Edmodo brings many advantages to their learning. Besides, it can facilitate learners in improving speaking skills. Edmodo offers them a new experience with a new atmosphere in learning speaking. Improving communication skills is also one of the benefits gained through Edmodo.

## **5.2 Implication of Study**

Findings and discussion respond to the research objectives which are to investigate how Edmodo is implemented and facilitate adult learners' engagement, and examine adult learners' attitude toward the implementation of Edmodo in teaching speaking. This study has two implications – to adult learners and to the English teacher. As the blended learning is applied, especially Edmodo, it can indirectly urge the adult learners to interact with the technology. As the development of technology that has always increased, through the use of Edmodo as a blended learning platform, adult learners are exposed and trained to use technology wisely. As discussed earlier that adult learners are actually eager to learn yet have limited time to practice, thus the use of Edmodo will accommodate them to learn virtually anywhere and anytime. Learning speaking through Edmodo will cover certain activities and practices that cannot be employed in classroom training.

In term of learning and teaching activity, this study can give variety of method to the English teacher to assist learners improve their speaking skill through new atmosphere and experience. The use of Edmodo can help teacher to engage with introvert learners. Usually, some teachers find difficulty to engage with introvert learners to practice speaking in classroom training, thus in Edmodo learning and teaching activity, introvert learners can be facilitated to practice speaking.

### **5.3 Recommendation**

The use of Edmodo as blended learning platform in teaching English to adult learners still have the drawbacks. Learners proposed at least three problems faced in joining online meeting using Edmodo. Unstable internet connection, unfitted schedule, and limited recording device must be concerned in implementing online meeting as blended learning program. In addition, the program flow in implementing teaching and learning activity in Edmodo must be concerned in term of the affectivity of the program. In this study, from three stages of the teaching and learning process, there are only two stages can be implemented in Edmodo – exploration and evaluation. The teacher-researcher still has not assumed that the first stage (get in the zone) as applicable in Edmodo because introducing new topic especially in teaching speaking in Edmodo seems risky in term of building background knowledge to the learners. Introducing and explaining material in offline meeting is preferable in teaching speaking to adult learners. Thus, for one who is interested implementing teaching speaking in Edmodo, those concerns can be studied for next research. In addition, the number of online meeting can take into account to implement blended learning program using Edmodo.

## **5.4 Concluding Remark**

This chapter has discussed conclusion of the study consisting conclusion, implication of study, recommendation and concluding remark.