CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The last chapter of this study presents the conclusions and recommendations. The conclusion covers the conclusion of the finding and the discussion presented in the previous chapter and it may serve as the answer to the formulated research questions. Meanwhile, the last part of the chapter covers the recommendations of the study which are projected for the teaching and learning practice and future studies.

5.1 Conclusions

As outlined previously in Chapter 1, the present study seeks to examine the application of Schoology as blended learning platform in teaching writing. More specifically, the study examines the effects of Schoology on the improvement of the students’ writing skill and portrays how Schoology is used in teaching writing at senior high schools. Based on the findings and discussions presented in the previous chapter, there are two major conclusions that can be generated.

First, in regard to the effectiveness of Schoology in improving the students’ writing skill, it is found that the use of Schoology could improve the students’ abilities in writing descriptive text. It is evident in the result of pretest in which the students have no different initial ability. Yet, after receiving the treatment, there is a significant difference in the ability of the experimental and control groups. Since the score of experimental group are higher than that of the control group, it can be said that the use of Schoology is effective in improving the students’ ability in writing descriptive texts.

With respect to the way Schoology as blended learning platform implemented in teaching writing, the following is a concise elaboration of how the implementation takes place.

1. Prewriting stage. In this stage, the students are introduced to the text and they are provided with several activities such as exploring, observation of model and mind mapping.

2. Drafting stage. In this stage, the students write descriptive text based on the
3. information they gathered from the activities in prewriting stage to mapping activity. Then, the students wrote their paragraphs on the “updates” feature of Schoology.

4. Revising and editing stage. In this stage, the teacher and the students do online revision and editing collaboratively. The students and teacher give feedback to the text on the comment section on Schoology.

5. Publishing stage. In this stage, the students publish the final version of descriptive text. The essay being published has been revised and edited on Schoology.

In this study, the teaching program did not go smoothly as a number of issues emerged during the implementation. First, the readiness of the teachers as the participants in this study. In the beginning of the program, three teachers from three different high schools agree to join as the participants. Yet, in the middle of the program, two teachers got sick and one teacher quit. It makes the study get postponed for two months. The second issue is the internet data. The students were not allowed to use their school Wi-fi. Therefore, they should spare extra money for it.

Despite the limitations, all of the students show positive attitude toward the implementation of the program. From the observation, Schoology as blended learning platform offers a social environment that facilitates interaction and communication among students. By using Schoology, the students get comments and suggestion needed from their friends and teacher. It is useful to improve their writing directly and it leads them to be more autonomous. Furthermore, since Schoology is installed in mobile device, the students can learn anytime and anywhere.

5.2 Recommendation

Based on the findings of the present study, some recommendations are proposed both for teaching practices and further studies. There are some activities in the teaching stages which stimulate the students’ critical thinking and autonomous learning. “Learner autonomy is recognized as desirable educational goal in second
language contexts” (Yeung, 2016). The sign of autonomy is reflected in the learning activities during the implementation of the program, such as editing and revising. The findings from observation confirm this situation. However, as the variables such as critical thinking and autonomous learning are not discussed in this study, it is recommended that other researchers conduct similar studies with such additional variables. In addition, regarding the valuable contributions from each activity in this program, it is suggested that further studies are conducted in a longer period of time. This suggestion may lead the upcoming related studies to achieve more comprehensive conclusion.

For ELT teaching practice, the use of Schoology in blended learning setting is highly recommended for the teaching writing. As writing is a complex skill, the students need time and support throughout their writing process. The use of Schoology as a blended learning platform could facilitate their needs. In short, using Schoology as blended learning platform in teaching descriptive texts is effective as well as efficient to help the students improve their writing skills.