

CHAPTER V

CONCLUSION, IMPLICATIONS, LIMITATION OF THE STUDY, & RECOMMENDATIONS

This chapter presents conclusion, implications, and recommendations of the study. Conclusion is derived based on the findings and discussion explained in the previous chapter. Additionally, they suggest certain implications including pedagogical and institutional. Recommendations are intended to the teachers and future researchers who want to investigate student engagement in blended learning instruction. Those are constructed for the betterment of research in the future.

5.1 Conclusion

This study aimed to find out kinds of engagement exposed in blended learning instruction in the Integrated English course. Based on the research findings, students were engaged behaviorally, emotionally, and cognitively in all variety of learning that was conducted in face-to-face and online classrooms. It cannot be concluded that blended learning instruction leads to better English skills but this study showed that blended learning instruction fosters student engagement in their learning. They performed a good performance, learning behavior and attitude during their learning in the face-to-face and online classroom. The question on which class is better than others is not important, but it is vital to understand how the teacher provides all learning activities in clear and meaningful instruction that could lead engagement whether face-to-face or online learning.

Blended learning has presented student engagement in the Integrated English course in five ways namely positive body language, consistent focus, verbal participation, students' confidence, and fun and excitement in the face-to-face classroom. When the class was done in the online learning through Google Classroom, student engagement was seen from the students' investment to participate and prepared themselves for their online participation. The students also make an effort before and after the face-to-face classroom that was conducted in a

conventional class by reading the material in the online classroom to obtain the background knowledge before learning in face-to-face classroom.

5.2 Implications

It is believed that the research findings in this study have pedagogical and institutional implications. Pedagogical implications are addressed to stakeholders in the development of teachers. First, teachers at teaching institutes should be more aware of the importance of technology in their teaching and provide more knowledge on how to facilitate an interesting learning environment for students. The participants in this research who took Integrated English course explained that the notion of blended learning instruction provides their engagement more active. Students who were engaged wanted to give their time and energy to learn because the learning instruction consists of face-to-face classroom and online learning. It offers flexibility and interactivity among the students and the teachers. Second, the notion of how the students engaged in learning activities are reflected through their participation in the learning process. In this study, students were engaged in cognitive, behavioral and emotional dimensions in a good performance. However the notion of student engagement is still needed more well-promoted to the teachers and students, thus, two matters can be performed better engagement because the teachers and students do understand the importance of it in the teaching and learning process.

Institutional implications are specifically directed to the university as the setting of this study. First, English teachers who implement blended learning instruction might have experience in teaching using the technology before, therefore, more sessions of professional development of using technology in education are required to provide them with pedagogical knowledge. Second, the teachers should maximize on combining two kinds of instruction in their teaching. Thus, the use of blended learning instruction would better and achieve a good result in the implementation.

5.3 Limitation of the Study

The researcher considers that the results of this study are still only preliminary, since lack of several contributing factors as well as depth statistical analysis. This

study limitedly discussed the three dimensions of engagement. Further research is needed to investigate and measure students's engagement level among the different dimensions. Future studies also can do a research in experimental research to let the teachers utilized the model of blended learning instruction in experimental and control groups. It is expected that the impact of blended learning instruction could be observed in a careful process. In addition, it suggests the next researcher to continue investigating student engagement in blended learning instruction for long periods to understand the difference with the normal classroom comprehensively. In doing so, educators need to reflect on their assumptions about the design of blended learning instruction that can lead student learning and engagement.

5.4 Recommendations

Having examined and analyzed the findings of the study, the students have shown their positive student engagement in terms of behavioral, cognitive, and emotional in blended learning instruction in Integrated English course. This study did not investigate the effects of student engagement on students' satisfaction and learning outcomes. Hence, future research can be carried out to scrutinize the effects of student engagement on students' satisfaction and learning outcomes in the classroom. Furthermore, this study only focused on one English class in fourth semester of university students. Further studies can be conducted to see how student engagement at large scale students. Different grade of participants also can be another consideration for the next research on investigating student engagement in learning process.