

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a brief conclusion of major findings in investigating the implementation of blended learning among high school students in learning writing. The conclusion was the synthesis from the principles and features of the blended learning in the teaching program, email (text) analysis and questionnaires from both Indonesian and American participants. In addition, this chapter also draws recommendation that may be of interest for EFL teachers who apply blended learning in teaching writing for EFL classroom.

#### 6.1 Conclusion

The major conclusion of the study, beyond the limitations remaining, was that the teaching program was successful to some extent. The principles and the features of blended learning have been noticeably applied in the email exchange. From the principles and features of blended learning, this study draw a conclusion to a new model of blended learning which were adopted from the the 3Cs (construction communication and content) model by Stacy and Gerbic (2008) and Flex model from K-12 blended learning model (Staker and Horn, 2012; Bailey *et.al*, 2013). Therefore, the new model of blended learning is named *3Cs Flex model*.

Most considerably, the students' writing skill was improved in terms of the quantity of words, the choice words, and the ability in written communication through emails. The students learned to write by experiencing writing for communication through emails for real audience. The learning experience for "real-life" situation and real audience were one of the features in the blended learning i.e., authentic learning (Lombardi, 2007; Coulson, 2012; Moore, 2004). The students' writing developments have been affected by interaction with real audience, especially native speaker. The development of students writing was indicated in the increasing number of words count on each session as illustrated in Table 5.6. and the transitivity and mood analyses. From one session to another, the students have shown some progress in their writing development. Their progress can be seen from their schematic structure and linguistic features.

Linguistically, the emails produced by the students from each session were much improved. The students were aware of applying the schematic structure of emails and they knew how to write email with its linguistic features that blend the spoken and written modes (Eggins, 1994, p. 57; Chrystal, 2000; Warschauer, 2000, p. 105-109; Pardubova, 2006, p.11-12). Not only practicing both spoken and written modes, the students were also capable of applying multimodal learning (Warschauer, 2000; Coulson, 2012) i.e., visual mode when they attached the picture in their emails. The students have shown their learning not only for writing but also for ICT. Applying the proper schematic structure and linguistic features in the email were gained through process and interactions with English native speakers and interaction/discussion in the classroom. That is the reason why interaction is the soul of blended learning (Warschauer, 2007). Four sessions online and face-to-face interactions sufficed to enable them to develop their writing skill in blended learning.

As discussion in Chapter 5 revealed, the transitivity and mood analysis have also shown the development of students writing that was indicated in the increasing number and the variety of process types in transitivity and the increasing number of clause types and the variety of mood system. Interaction with the native speakers could actually influence the way they wrote, as evidence, when the American students stop writing, the Indonesian students' process types and clause types were also declining. So, transitivity and mood have indicated that the students have developed their writing ability in blended learning.

In the mood analysis, the students could build their interpersonal relation (Eggins and Slade, 2007) in a good way. The EFL students were aware of the interpersonal relation between partners. They changed their choice of words to show that they wanted to be closer with their partner. The students made the choices based on the function for which they seek to use language (Halliday 1985, Jacobs and Ward, 2000). They also turned formality into informality as they mostly used spoken language in written form. They were more expressive when they shifted into informal mode. The increasing amount of expressiveness coincided with Kroonenberg's research in (1994) cited in Warschauer (2007, p. 472).

Both transitivity and mood analyses in Chapter 5 concluded that the students were helped express in a better way and understand what others are attempting to do via the email they wrote. They indirectly became more analytical language user by helping them see the language choice available from the partners within any particular context (Jacobs and Ward, 2000).

Questionnaires from Indonesian and American students led to the same conclusion on the learning improvement. Indonesian students learned how to develop their writing skills meanwhile American students learned mostly about culture and global warming. The questionnaires also show that the teaching program gave major benefits for both Indonesian and American students.

The Indonesian EFL students learned how to develop their email through interaction with American students. The EFL students showed positive responses on the teaching program. The majority of the students said they enjoyed the exchange, gained more knowledge in English and general knowledge about global warming from partners and they felt they gained significant progress in writing. However, some challenges remained like the reciprocity of the students due to absences and inequality of English proficiency. Most discontentment expressed by a very few American students. Being unequally responded by the partner brought some discontentment among students. The number of students who were discontented was not significant compare to those who had a great experience having email exchange. Therefore, the benefits and positive responses from the students are far more outweigh compared to those who had a little disappointment. American students said they valued the experience of learning Indonesian culture and were happy having Indonesian partners.

## **6.2 Recommendation**

The recommendation based on the finding in this study should generate to several parties; educators, students and further research. Based on the finding of this study, blended learning help Indonesian EFL learners learn English in a new way, particularly writing. The EFL student could develop their writing skill through email exchange and classroom discussion. As mentioned in previous chapters, the main core of blended leaning is interaction both online and

face-to-face (Stacey & Gerbic, 2009). Interaction is very important in constructing knowledge. Active interaction and collaborative learning are central elements in the development of higher order thinking it is instrumental in helping learners create reasoning and internalize their ideas and knowledge (Mcloughlin, 1977 cited in Geer, 2004; Garrison and Vaughan, 2008).

For educators, blended learning and many relatable lessons to ICT are quite new in education as suggested by Warschauer (2007) that ICT or Computer Mediated Communication (CMC) in EFL domain is very young. Like in this study, the number of books and research on blended learning are quite rare especially regarding blended learning in K-12. Like in this study, the model of blended learning was the combination from K-12 (Staker and Horn, 2012) and model of blended learning in University (Staker, 2011; Stacy and Gerbic, 2008). It was hard to find the exact model from the available resources. Therefore, educators are encouraged to do research and write books related to ICT and EFL, particularly blended learning.

More specifically recommendation is aimed at school teachers who never try ICT in their EFL teaching. School teachers should be encouraged to implement the blended learning at school especially the upcoming new Indonesian curriculum 2013 promotes ICT to be integrated in every subject. In a more forceful note, some American students suggested that students at school should try the email exchange project as she quoted “... *But now I am so happy we got to try it and I would recommend that other schools try this too*”. The students’ responses were significantly positive towards the teaching program. Both Indonesian and American students gained their major benefit respectively.

The students’ positive responses towards the teaching program should encourage more students to make the ICT at it best in language learning. The life of student and ICT is inseparable as Sari (2010) quoted that the teenagers now are the digital citizen. It was proven that the teenagers nowadays have their own smart phones and gadgets. Since they are familiar with ICT in their lives, they should promote ICT that it can help them learn English. Learning English, particularly writing skills like in this study, not only giving benefit for learning but also social networking. Like email exchange can expand students’ knowledge and friend. It was confirmed by the questionnaires and the email that the greatest part of the exchange is making new friends. When

the students are aware of how important to use their gadget and devices for their learning, they can make the most of the technology for learning.

However, since a very tiny number of students felt disappointed about their partner, this study should pay more attention to eliminate disappointment among students. From this challenge, the recommendations go to teacher and students. The teacher should think about the anticipation of discontentment among students for example by pairing the students with equal proficiency in the class. The commitment of the students to reply on time should also be highly considered. Nevertheless, almost all students in this study were committed in the email exchange project because they were so motivated to talk/write to their partners. To sum up, pairing student during the pre-project activity is very crucial.

The last was recommendation for further research was based on the email exchange. There are three recommendations for further study in email exchange; need analysis, interaction pattern and grammar complexity. First, need analysis can be one of the central topic for further research because the need analysis determines the goal and objective of blended learning (Wilson & Smilanich, 2005). The most important thing in defining goals is that the teacher has a vision that technology can improve teaching and learning (Thorne, 2003) and support traditional learning methods (Drososs, 2008, p. 49).

The second recommendation is as stated in Chapter 5 Section 5.3.2 the interaction between the same genders refers to the similar pattern in terms of the number of clause in mood analysis. Interaction with different genders had different pattern in the increasing and decreasing number of clause number and type in mood analysis. Since the study did not focus on the relationship between gender, so for further research might analysis the relationship between different gender.

The third recommendation is grammar complexity in which this study did not go further upon the issue. Grammar complexity as one of the characteristics in spoken language but existed in email (Eggins, 1994) needs further studies in email language analysis.