

Chapter V

Conclusion, Recommendation and Limitation of the Study

5.1. Conclusion

This section presents conclusions of the present study. These conclusions are directly related to research problems formulated earlier in Chapter 3, i.e. (1) What are the elements of a Web-based Model appropriate for the Teaching of English as a Foreign Language (TEFL) to Junior High School students? (2) To what extent does the model facilitate teaching and learning process?

This study was initiated by developing a Web-based Model for TEFL. Before the development, learning goals were determined. A syllabus consisting basic competencies, learning material, learning activity and indicator were written. The components of the syllabus then broken down into scope of sequence. The development of the model was influenced mainly by behavior, cognitive and social learning theories. The model developed consists of three zones. Zone 1 (input) is influenced by behaviorist leaning theories. In this zone, new language items such as vocabulary, grammar points, expression are introduced followed by exercises with feedback. Galavis (1998) states that appropriate feedback should be provided so that students can monitor their learning and take corrective action. Quiz is presented at the end of this zone to measure students'

achievement. Zone 2 (exposure) is influenced by cognitive learning theories. In this zone, students are exposed to authentic materials where the language items in zone 1 are used in the context. Students are given tasks individually, in pair or group tasks. To do the tasks students have to collaborate with their friends and teacher in the chat room and discussion forum. From the exposure and collaboration, students are expected to gain new knowledge and skills. Murphy and Cifuentes (2001) state that online interaction among students and interaction with the teacher facilitates knowledge construction. Zone 3 (practice) is influenced by social learning theories. In this zone students are given a task to be done. In doing the task, students have to do research online using materials and external links given at zone 2. Students have to interact, communicate and collaborate in finishing the task. The finished tasks have to be published, discussed and analyzed. Gillani (2003) states that social inquiry model has sequence started by presenting puzzlement situation then working in group or in collaboration to deal with the presented puzzlement situation. In short, the Web-based Model was developed based on the above mentioned learning theories. Ertmer and Newby (1993) state that behaviorist, cognitive and social learning theories can be used as a learning taxonomy.

The Web-based Model facilitates the process of teaching and learning for junior high school students. It offers extensive drills, and exposure to authentic materials which can be accessed any time. Its external links to other sites provide information, explanation, and simulation. Huang (2000) indicates that external links related to topic discussed gives

students exposure to real used of English. The Web-based Model for TEFL gives opportunities for students to work collaboratively in doing the tasks. Eijl et al. (2005) confirm that students work collaboratively in e-learning system gain higher marks compared to students work individually. The Web-based Model for TEFL also gives students enjoyment in learning English and give teachers enjoyment in teaching. It also increases student's motivation. Yunandami (2007) confirmed that students enjoyed learning English with computers even one computer shared with 3 or 4 other students.

In short, the Web-based Model for TEFL, provides learning resources available in the internet which can be linked in many different formats such as interactive self study, discussion forum and chat room, audio and video format. Learning materials can be retrieved by students at anytime. Learning resources can be made available from any location at any time and can encourage more independent and active learning.

This study shows the teachers' and students' responses are positive toward the Web-based Model for TEFL. They enjoy browsing the external links most. They like the model, the activities and the Web-based Model for TEFL give benefit to their learning. At the end of the semester, the test score of experiment groups is higher compared to the control group. From the analysis of the questionnaires, interviews, observations and score, it can be concluded that the Web-based Model for TEFL is effective.

5.2. Recommendations and Limitation of the Study

This section presents some suggestions offered on the basis of findings in the present study. First, the condition of learning English at junior high school and the effectiveness the Web-based Model for TEFL employs a small number of participants in two schools. It is recommended that a further study involve large number of subjects in three or more schools. Second, this study focuses on Learning English. For the future study similar model could be developed for other schools' subjects. Third, this study tries to cover the four skills; reading, listening, speaking and writing which are too much to be done in a limited time. For further study, the number of skills should be reduced or done in a longer period of time.

There were some limitations when this study was conducted such as problems during the treatment, accessing materials and observation. The limited time available for training the teachers about Learning Management System caused some minor problems during the treatment, for example login, uploading task, scoring and giving feedback . Some learning materials, especially videos could not be accessed by more than 10 students at the same time. Students' learning activities in the control groups were not observed and could not be reported in this study.