

Chapter Five

Conclusion and Recommendation

This chapter provides two major parts namely, conclusion and recommendation of this research. Besides, the researcher summarizes the research including background of the research, aim of the research, and also the result of the research. Then, the researcher proposes some suggestions after conducting this research.

Conclusion

Blended learning is a learning innovation merging the technology and face-to-face classroom. Many researchers conducted the blended learning implementation in order to maximize the benefit of blended learning and the learning outcomes. This study was conducted to find out the tendency of the students' perceptions on blended learning factors in the implementation of blended learning in an EFL classroom. Besides, this research adopted the quantitative research using the survey design. The research took place at ELED of a private university in Yogyakarta. The total targeted population size was 151 students' batch 2017, and the final respondents were 150 students who filled out the questioners. The research instruments used 55 items of questioners.

The present study was contributed to reveal the students' attitudes towards blended learning implementation in an EFL classroom: the perceptions of students. The results of this study illustrated the tendency of the students' perception on six factors of blended learning shown on table 4.1, 4.2, 4.3, 4.4, 4.5

and 4.6 As the results of the study, classroom learning and technology factors give very positive attitudes toward blended learning in EFL classrooms. Also, the four factors give positive attitudes to the students toward blended learning such as, learning flexibility, online interaction, online learning and learning management. Thus, are students' attitudes toward blended learning in the implementation of blended learning in EFL classrooms.

In addition, the result showed that "Classroom learning" came as the highest of six blended learning factors with the satisfaction mean score 4.22. From the statement mentioned, this reflected that classroom learning enhanced the communication, collaboration, depth of understanding and the students' interest in learning.

Moreover, the second factor of blended learning was technology. Technology in blended learning helped the students in learning such as learning with the video for listening to native speakers, learning English through social media (Facebook, Twitter and others), digital platform and technology web online (Edmodo, Schoology and Moodle). The third factor presented from this study was learning flexibility. In fact, the blended learning provided the learning flexibility to encourage the students to learn in a flexible place and time, and the students could learn with their own steps and stages such as individual and group collaboration, unlimited access to lecture materials, and the students' interaction with the lecturers.

The fourth factor of blended learning in the implementation of EFL classrooms was online interaction. From the statement mentioned, this reflected the online interaction as a space where the interaction and discussion raised as the

crucial learning factors in blended learning. The fifth factor of blended learning was the online learning. In this research, it had found that online learning simulated the students to participate in online classes to meet and discuss virtually with their classmates. In addition, the online classrooms could encourage the students' motivation, in depth understanding about the subject, and detailed information of online classrooms.

Besides, the classroom learning enhanced the communication, collaboration, depth understanding and the students' interest in learning. learning flexibility. The last factor of blended learning was learning management. As the research result, learning management allowed the students to learn repeatedly, prepared better, make some plans, and manage the time properly in blended learning.

Recommendation

In this study, it is worth to mention that blended learning implementation in EFL classroom is still in the development stage at an Islamic private university in Yogyakarta. Regarding the statement mentioned, it needs to conduct in-depth research and development which can address the types of blended learning from different factors such as institution, teachers, and pedagogical learning. Therefore, the researcher recommends other researchers to conduct the study on the blended learning as a new learning and teaching method of EFL in Yogyakarta.

For institution. This research is beneficial for the institution to facilitate more internet-based instruments such as stronger internet connection, wider internet connection areas, and newest computers in the laboratory to support the teaching and learning process. Additionally, the institution has to do some

workshops for the teachers to increase their proficiency in blended learning. Besides, from this research, the institution can provide various references or module texts for the teachers to upgrade new innovation of blended learning instruments.

For the teachers. This research becomes additional information for English teachers to suggest their students in order to make them to be able to maintain and optimize the positive attitude and high actual used of blended learning. In addition, the teachers can design an appropriate activity in their learning through blended learning. By knowing this research, the teachers can understand the students' problem in blended learning, and they are able to give their students more exposure on how to apply appropriate blended learning for their students to be effective in teaching and learning process.