CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings which were presented in the previous chapter, there are several points that can be concluded as following description:

1. In case of learning process of language testing class using blended learning as the strategy, the researcher concludes that:

   a. The face to face learning used cooperative language learning. The teaching approach was applied through jigsaw as the main activity of the course. In addition, the next activity was asking-answering questions from the lecturer to students to check students' understanding of material.

   b. The online learning used PeerWise as the main activity. In case of online learning elements, the language testing course has covered all elements which are interactivity, collaboration, trusting relationship, and communication media. Furthermore, in case of effective online learning, the course has conducted 4 out of 6 guidelines to get the best online learning. 4 guidelines are covering require students to be active, incorporate a variety of instructional method, incorporate synchronous human interaction, and provide students with learner control. However, 2 guidelines that has not being achieved was offer computer and internet skills courses and provide students with access to lecture notes.

c. The blended learning strategy applied appropriately as what as described in the theory. Based on keys of blended learning, the course covered all 5 keys which are live events, online content, collaboration, assessment, and reference material. Furthermore, the course conducted in the small class course with applied differently in time allocation. The theory stated that the face to face class should spend less time than the online, but the phenomenon occurred that the face to face and online class was done in balance regarding to time allocation. The course also has covering two main approaches of blended learning; synchronous and asynchronous communication. In term of principles, the course also achieved social and cognitive presence in its design, facilitation, and direct instruction. Finally, the language testing course also covered formative and summative assessment.

The researcher concluded that the blended learning strategy was done well, although there two points that were not applied, and the two points is included in effective online learning; offer computer and internet skill courses and provide students with access to lecture notes. The first was not significance because in this era, students can rent or borrow computer, and they should know how to operate internet. The second was significance because students have their own pace in reviewing and studying. Therefore, it should be better to provide a media to take notes in online learning.

2. Based on questionnaire result that supported by interview about students' perceptions on advantages and disadvantages of blended learning strategy applied in language testing course, the researcher described as following:

   a. Advantages

   According to students' perceptions, the course was conducted and achieved advantages as described in the theory;

      1) Opportunities to create learning communities

      2) Flexibility

      3) Increased interaction from students

      4) Best of face to face and online learning

      5) Asynchronous communication

   b. Disadvantages

   However, the course was also had disadvantage in accordance to students' perception; lack internet connection final projects reliability.

B. Suggestion

Based on the result of this study, there are some significant suggestions from the researcher which is stated as follows:

1. For lecturer

   Based on the result of the study, the course was conducted as good as its appropriateness with the theory. However, the lecturer should provide an activity in the online class regarding to students taking notes. Additionally, to avoid boredom in face to face class, the lecturer should provide several activities.

2. For other lecturers who will use blended learning strategy

   In order to attract students interest, lecturers can apply blended learning as the teaching strategy of any courses. Absolutely, by considering many theories provided in books and journals as well as this research has been conducted.

3. For future researchers

   Based on the result of this study, the researcher comes with suggestions for future researcher who are interested to conduct the research related with the student teacher's ability in designing assessment instrument. In this research, the researcher has conducted the study in whole learning process of blended learning strategy. Therefore, for future researcher, they can focus deeper on parts of blended learning strategy; assessment, course outline, and/or designs. In addition, future researcher can also focus on how the blended learning applied in senior high schools, and/or its effectiveness to be applied in some courses.