CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

1. English course at tenth grade of visual communication visual at SMK Plus NU Sidoarjo applied blended learning. The teacher used blog to support the learning process in the class. The students can learn the material wherever and whenever. The teacher combine online and offline learning in her course.

2. Teacher tends to apply flipped classroom. The teacher apply some points of flipped classroom such as teacher rotated students in the fix schedule of learning material on school during standard school day and students allow to do task or access learning material online. But, teacher did not deliver the leaning material online before school because it was used during the class

3. Based on the questioner, the students have positive attitude toward Blended learning in English course. Based on cognitive component, students believe that blended learning is useful for them. In affective component, students enjoy the Blended learning. Interested to blog that used by teacher and trying to speak English during lesson are proof that student have good behavioral component of attitude.

B. SUGGESTION

Nonetheless, our research has certain limitations. One is the fact that the group of subjects is insignificant in relation to the number of students in SMK Plus NU Sidoarjo. From this perspective, we cannot extrapolate the results to the entire school population. We assert that this research is just the first step in a broader research we intend to pursue, and we aim at highlighting the multiple correlations between various aspects regarding Blended Learning implementation and Students' attitude.

Blended learning is one of the models of teaching that develop because of technology to improve the English Foreign Language students' skill. This model changes the traditional teaching model into modern. This gives impact to the attitude of students during

47

learning process. There are three components of attitude that can be measured based on some theory. There are many theory developed to measure the attitude. The next researcher can find out another theory to measure the attitude and the change because attitude is dynamic.