

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusions drawn from the results and discussions presented in the previous chapter. Apart from that, the researcher also presented suggestions to help make further research better.

5.1 Conclusion

The researcher conducted quasi-experimental research at SMP Negeri 4 Purwokerto for one month. This research was carried out by providing treatment to students who experienced learning loss. The treatment provided was the integration of conventional classroom and video-based self-paced learning to reduce students' learning loss. From the treatment which was carried out for only two weeks, researcher was collected various data to reach conclusions. There were three conclusions obtained in this research:

1. According to the result of the independent sample t-test, the treatment was not significantly improved students learning achievement. The p-value obtained was 0.402, indicating that there was no significant difference in learning achievement between the experimental group and the control group. Therefore, based on the evidence presented, it is reasonable to conclude that the treatment applied did not have a significant impact on improving the learning achievement of students in this study.
2. Based on the result of questionnaire, students' perception on the treatment was positive. Most of the students agreed that the treatment have

successfully improved their motivation (76%) and comprehension (77%) in learning English. Therefore, it is safe to conclude that students' perception on the treatment was positive.

3. Based on the observation, the treatment which is integration of conventional classroom and video-based self-paced learning as a blended learning method was implemented well, they applied the treatment according to the lesson plan. The treatment was successfully brought a progressive improvement on students' learning motivation and comprehension.

The treatment successfully addressed both students' comprehension ability and learning motivation problems, but it was not successfully improved the learning achievement of students with learning loss in SMP Negeri 4 Purwokerto due to the limited time of treatment.

5.2 Suggestions

After completing this research, the researcher recommends some suggestions for consideration by parties such as English teachers and future researchers, especially regarding blended learning methods.

5.2.1 For English Teachers

The integration of conventional classroom and video-based self-paced learning as a blended learning method is really potential to improve students' English skills. Based on the results of questionnaire and observation of this research which shows progressive improvement on students' learning motivation and comprehension, the researcher suggests

this learning method to be included in English teachers' considerations as a learning method. Especially for those who feel their students are not motivated to take part in learning activities. However, to implement this learning method, the teacher should consider the right tools and media. Teacher also should consider the students preference and ability to conduct this blended learning method, so that the method can bring a desirable output.

5.2.2 For Further Researchers

The researcher suggest that the further researchers should explore more about the potential of blended learning method through different approaches. Future researchers must explore the potential of blended learning so that it can be implemented more efficiently and effectively. Equally important, the further researchers are also adviced to find out what is the effective duration for implementing blended learning to produce the desired output.