

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research findings in previous chapter. Besides, recommendation for further research and blended learning approach implementation in the future are also cover in the end of this chapter.

5.1. Conclusion

Based on the discussion before, it can be conclude into three parts. The first, there is no significant difference of students' motivation on the use of Google Classroom in batch 2014, 2015, 2016, and batch 2017 in English Language Education, Islamic University of Indonesia. In addition, the interpretations of percentage (%) based on Riduwan (2016) students' motivations in terms of ARCS (Attention, Relevance, Confidence, and Satisfaction) are "high" interpretations, both in general and based on each batch. The second, according to the interpretation of mean based on Mochtari and Sheorey (2002), there are 70.6% of students "high" motivation, 27.7% of students "moderate" motivation, and 1.7% of students "low" motivation, in positive motivation/ statements in the questionnaire. There are 57.6% of students "high" motivation, 30.5% of students "moderate" motivation, and 11.9% of students "low" motivation, in negative motivation/ statements in the questionnaire. The last is about the activities that the lecturers use of Google Classroom in English Language Education, Islamic

University of Indonesia. In general, the lecturers use Google Classroom for upload materials 84%, share announcement 60%, posting assignment 74%, giving feedback 7%, upload quiz 2%, and other activity 20%.

5.2. Recommendation

In general, recommendations provided in this research are divided into two parts; suggestion for improvement of blended learning in the future, and suggestion for further research. The first part is suggestion for improvement of blended learning. The researcher would like to suggest that students' motivation become a concern any teaching method, especially in blended learning. The researcher also would like to suggest the development on the quality of blended learning that can influence students' motivation to learn, such as the quality of instructional materials, instructional design, facilities, and also learning environment. Even though the results show that students' motivation is high, it will be even better if students' motivation reaches the highest score. Then, researcher would like to suggest for further research on blended learning implemented in English language education. So that students' motivation can be identified more deeply. Like able to identify the differences between students' motivation in class of theory and in the class of practice.