CHAPTER V

CONCLUSION AND SUGGESTION

The present chapter elucidates the derived conclusion based on the findings and subsequent discussion expounded in the preceding chapter, namely, chapter four. Furthermore, many recommendations have been delineated to provide informative insights and instructive directives for the forthcoming investigation of the identical subject matter.

5.1 Conclusion

Based on the preceding discourse, utilizing a blended learning approach may restrict the extent to which educators can employ the diverse instructional strategies to which they have become accustomed in traditional face-to-face instructional settings. Educators adeptly integrate many pedagogical approaches in reading instruction, encompassing both virtual and physical learning environments, with the overarching objective of cultivating and enhancing students' aptitude in reading. In the context of online instructional sessions, it is observed that educators predominantly initiate the employment of Contextual Teaching and Learning Strategies (CTLs). Subsequently, during in-class delivery, there is a notable shift toward utilizing Reciprocal Teaching and Think-Aloud techniques.

During its implementation, the educators will disseminate the textual materials to the students through a WhatsApp group, subsequently instigating Contextual Teaching and Learning (CTL) activities that are directly relevant to the text's subject matter. During offline learning sessions, educators actively

promote critical thinking among students as they engage with textual materials. This pedagogical approach entails encouraging students to comprehend the texts thoroughly and subsequently articulate and rephrase the ideas they have gleaned. Moreover, instructors employ the reciprocal strategy during offline reading classes to enhance students' creativity and foster their active participation in the learning process. While blended learning has emerged as a viable educational approach, it has challenges. One such challenge pertains to the need for students to navigate and acclimate themselves to two distinct teaching and learning modalities, namely, online and offline. However, it is worth noting that poor internet connectivity has emerged as a significant obstacle affecting students and teachers alike.

Moreover, the educator perceives numerous advantages inherent in implementing the blended learning approach. Implementing this system enables educators to employ a broader range of instructional methodologies, as the blended learning approach allows teachers to cultivate pedagogical strategies, particularly in the domain of reading proficiency instruction. Nevertheless, it is imperative to acknowledge that educators, despite their commendable efforts, are not impervious to certain limitations. These limitations encompass the student body and fellow faculty members who have encountered challenges in acclimating to the blended learning paradigm, particularly in online instructional sessions. It is important to underscore that this novel approach to education is relatively unfamiliar to the educational community at Private school in Mojosari.

In summary, educators employ a tripartite approach in the instruction of reading proficiencies within the context of a Blended learning paradigm. The individuals in question exhibit characteristics of Computer-Assisted Language Learning (CALL) during the process of online learning, specifically in the context of e-learning. In contrast, they engage in the pedagogical practices of think-aloud and reciprocal teaching within offline learning, which involves in-class delivery. During the implementation phase of this system, it is plausible for the instructor to address prevailing inadequacies by incorporating supplementary pedagogical approaches aimed at enhancing reading proficiency within the context of blended learning.

5.2 Suggestion

Based on the abovementioned findings, the researcher proffers several recommendations for educators, learners, and prospective scholars.

The researcher aspires that educators may utilize this study as a scholarly resource for instructing reading strategies within a blended learning framework. Blended learning, as a pedagogical approach, allows educators to cultivate additional instructional strategies to develop students' reading proficiencies.

This research is valuable for students seeking to enhance their reading proficiency. It underscores the importance of students' ability to acclimate to technological advancements, particularly within education, readily.

In conclusion, the researcher anticipates that this study will serve as a catalyst and roadmap for future investigations into pedagogical approaches employed by educators in blended learning, specifically focusing on enhancing students' reading proficiencies and the various factors intertwined with the outcomes above. The researcher acknowledges the inherent limitations of the study, specifically the restricted range of research instruments employed. The researcher hopes that future investigations will employ more advanced instrumentation to delve more profoundly into the requisite data. Furthermore, it is imperative to conduct additional research to explore the potential application of blended learning in various domains of English language acquisition, encompassing a broader spectrum of skills and facets. This necessitates undertaking large-scale investigations to examine the efficacy and viability of blended learning methodologies comprehensively. It is advisable to conduct further investigations into the information gleaned from educators' perspectives.