

## CHAPTER V

### CONCLUSION, RECOMMENDATION, AND SUGGESTION

#### 5.1 Conclusion

The findings of this study lead to several important conclusions. First, regarding the implementation of web-based learning, both students and the lecturer expressed generally positive perceptions. Web-based instruction was perceived as flexible, accessible, and supportive of independent learning. Students appreciated being able to reread materials, study anytime and anywhere, and receive clear instructions from the lecturer. The lecturer's guided inquiry approach also played a significant role in improving students' comprehension and digital literacy. Although some challenges such as internet instability and distractions occasionally emerged, web-based learning was still viewed as effective in enhancing student engagement and learning outcomes.

Second, in relation to the obstacles faced by students and lecturers, the study found several interrelated challenges including unstable internet connections, fluctuating motivation, limited digital literacy, inadequate institutional support, and reduced interaction. These factors often hindered learning continuity and participation. However, both lecturers and students proposed practical solutions, such as strengthening self-discipline, enhancing guided instruction, using interactive and multimodal materials, and improving institutional internet infrastructure. These findings suggest that the effectiveness of web-based learning relies on a balanced combination of technical readiness, pedagogical guidance, and students' self-regulation.

Third, regarding the impact of web-based learning, the study concluded that online reading instruction significantly improved students' experiences, skills, and learning outcomes. Students developed greater autonomy, critical reading and thinking abilities, and digital literacy. Their

academic performance, confidence, and motivation also increased, supported by flexible and interactive digital environments. Moreover, the skills gained from web-based learning were perceived as highly relevant to future academic and professional contexts, indicating that web-based reading instruction contributes not only to short-term academic success but also to long-term digital competence and career readiness.

## **5.2 Recommendations**

Based on these conclusions, several recommendations are proposed. Educational institutions should enhance their technical infrastructure by ensuring stable internet connectivity and equal access to digital devices for all students. Universities are also encouraged to provide regular digital literacy workshops to strengthen students' skills in information searching, keyword selection, and critical evaluation of online resources. Lecturers should continue to apply guided inquiry approaches, combining synchronous and asynchronous methods to maintain interaction and motivation. Moreover, instructional materials should be developed in interactive and multimodal formats to cater to diverse learning preferences and sustain engagement throughout online learning activities.

## **5.3 Suggestions**

Future studies are encouraged to involve a larger number of participants and institutions to obtain more comprehensive data on web-based learning in various EFL contexts. Further research may also explore the long-term effects of web-based instruction on students' reading comprehension, writing proficiency, and critical thinking development. Additionally, experimental or mixed-method designs could be employed to measure the causal impact of specific online learning strategies or technological tools. Investigating lecturers' pedagogical readiness and emotional engagement in digital environments would also provide valuable insights for improving online education quality and sustainability.