

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter was written to elaborate on the research's result and recommendations. The primary goal of this chapter is to present a conclusion regarding the characteristics of blended interactive teaching lesson plans and the requirement for instructors to develop blended interactive teaching descriptive text lesson plans for seventh graders. This chapter also includes recommendations for a variety of stakeholders.

5.1. Conclusions

The current learning approach has changed substantially, especially the learning model and its methodologies, which are always evolving. The interactive blended learning strategy is required to make learning easier to implement in the classroom. The usage of blended learning in education, particularly during the learning process, offers its own set of benefits, notably in terms of learning effectiveness and flexibility. The efficiency and flexibility of blended and interactive learning are affected by students' language abilities. In light of these considerations, the purpose of this research is to identify the features that will appear in the lesson plan of the blended interactive teaching product.

Based on the findings, it can be deduced that the characteristics that will be adapted from the explanation of approximately 20 characteristics, the researcher will only apply 16 characteristics in accordance with the needs of the lesson plan product development, so the researcher decides to use the Characteristics that: First, the researcher will use a multi-way communication pattern and give students freedom in determining the topic of the learning process, encourage students to be active participants as a guide in implementing student centered learning, then of course

concern learners differences, and students get training in different life skills are also very important to apply it relates to student learning styles, be relevant and cohesive, and apply information of technology, Students have face-to-face engagement as well as virtual interaction, students have full experience in using new technology, and researchers use online learning to master the technique of learning with only the blended learning method.

Furthermore, to improve the student-centered learning approach and the project-based learning approach, students must construct knowledge rather than simply consume it, and teachers must act as facilitators, resource persons, democratic class managers, and provide an interactive process. Last but not least, the researchers selected customized learning, competency-based learning, feedback and follow-up such as developing a draft program of positive feedback to determine social family learning methods, learning indicators, and the assessment process of the product development being researched.

Meanwhile, the researchers discovered that earlier research in producing lesson plans or learning methods had never explored student learning styles to be utilized as a reference in developing appropriate lesson plans for students. This is most likely due to prior research focusing solely on its development without considering the features of students' learning methods. Then, additional researches discovered a gap: now, researchers are producing or developing lesson plan products that not only discuss blended and interactive learning, but also focus on everything related to the application of learning approaches that can increase the quality of student learning, for example later researchers will apply the method project based learning, social family learning, and student centered learning.

5.2. Suggestions

Given the findings of the study, the researcher would like to make some recommendations to the following stakeholders.

1) For Teacher

In the learning process using student-centered learning approach, the teacher act as a facilitator. Through understanding the characteristics and needs of teachers and students by using lesson plan for blended interactive teaching descriptive text at seventh graders. Teachers are expected to be able to assist students in finding and implemented the lesson plan model that is appropriate with the characteristics and needs of teachers and students in the language learning process as well as providing method that use blended learning, interactive, students centered learning, project based learning, and social family learning. In addition, teachers are also expected to optimize classroom management in order to improve student independence and learning achievement.

2) For Students

Students are required to be able to enhance their speaking skills by using these technologies or media such as wordwall website who give some picture to be describe and then students are expected to be able to maximize their abilities in the learning process independently and not always depending on the teacher in the learning process.

3) For School

The school has an important role in managing the education system and determining the right policies for the progress of the education process. Suggestions for the school are to facilitate and complement learning resources, especially for lesson plan who are integrated with blended leaning. Schools should provide facilities

and infrastructure that facilitate learning opportunities adapted to students' needs, as well as consider implementing independent learning approaches as a means of enhancing student autonomy. In addition, the school should also provide support and motivation to teachers in order to improve the quality of learning and the quality of school services in the learning process in order learning objectives can be achieved.

4) For Further Researcher

This research is expected to be a reference for future researchers who will conduct research in similar fields. In this thesis there are still several weaknesses, such as the unavailability of a definition of teaching including teaching aspects and teaching components, definition of lesson including the principles of lesson development, and the unavailability of how to match the lesson plan development with the aspect of teaching. Further researchers should be able to make improvements and refinements for this research by optimizing and exploring the teachers and student needs and finding the unavailability of this research to lesson plan for blended interactive that used as the planning to enhance students ability.

5) For Lesson Plan Developer

This research is expected to be a guidance for lesson plan developer in developing the method, material, teaching activity, and the assesment goes well that appropriate with the needs of teachers and students in enhancing the learning process.