

CHAPTER IV

CLOSURE

A. Conclusion

This research was conducted in English education department students of 2017 in Introduction to Linguistics Subject. The problem statements are: what does Community of Inquiry framework of element cognitive presence in online discussion and how do students perception the element of cognitive presence to learning and satisfaction.

1. Cognitive presence in online discussion in term learning process the researcher conclude that the integration phase was the most frequently coded category of messages posted by students in the course. This means it can concluded that students in course were able to integrate information from various sources, develop justified hypotheses, build on each other's ideas or create solutions.

Moreover, students in the blended course started weekly discussions in face-to-face meetings (on the classroom). Therefore, much of the triggering events and exploration may have occurred during the face-to-face portion of the blended course. Taken together, this suggest that the blended course format may have provided better conditions for higher-order thinking. Garrison, et al (2004) also assert that blended learning is particularly effective to facilitate a community of inquiry by adding an important reflective element with multiple forms of communication to meet specific learning requirements.

2. Student perceive of learning and satisfaction in term learning outcomes the researcher conclude that the result analysis of survey data showed that students had high perceptions of their learning and satisfaction in the course. For that reason the elements of cognitive presence as defined in the CoI framework provide a reasonably complete catalog of the thinking and learning processes that take place in a collaborative constructivist environment.

In terms of learning outcomes (perceptions), the results indicate that students in the course believed that there was a high degree of learning. Another interesting result was the relationship between students' perceived level of cognitive presence (i.e., practical inquiry) and their learning. Considering that all findings related to learning process and outcomes were high around 65% above, it can be concluded that cognitive presence in a community of inquiry is strongly associated with high levels of perceived learning. It is suggested that collaborative development of cognitive presence in online discussions and students' perception of cognitive presence is associated with high perceptions of learning and actual learning outcomes.

B. Suggestion

As concluded above, there some suggestion which are presented as follows:

1. For the English teacher. Blended learning offers the benefit for practices and integrates to implementation of an asynchronous learning strategy (ICT) and created blended course of instructional design through online discussion with technology approaches. Also in order to improve students cognitive level of critical thinking according to Community of Inquiry Framework.
2. For the English students. Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. From online discussion students can develop and improve their skills to reach high order critical thinking levels. Also, the research result gives them information such as, students build their comprehension, critical thinking and communication skills. Continuous use of their cognitive skills helps not only in class, but in day-to-day life.
3. For the next researcher, the community of inquiry framework focuses on the creation of a quality learning experience within the context of online courses. Also as the sets method to analyzing online discussions or classroom setting. This research topic is up to date in 2019. Thus, the researcher suggest to next researchers since this research only focus cognitive presence. Hopefully this research also could be one of the references for the next researchers, and find other with different subject (ex. social and teaching presence). This research may be still have many weakness, so for the next researcher this thesis can be used as previous study.