

CHAPTER V

CLOSURE

This chapter presents the results in explanatory terms. It consists of the conclusions derived from the findings and discussion. Furthermore, the researchers consider this research study with several suggestions.

A. Conclusions

According to the discussion of the findings in this research, the researcher can draw several conclusions as follows:

1. This study reveals the process of English learning by practicing collaborative bichronous at CMI Plus Middle School was carried out by the teacher and students with practicing live synchronous, virtual synchronous, collaborative asynchronous, and self-paced asynchronous. The practice includes distance teaching and learning principles that consist of the following: the learning focused on outcomes and objectives; the learning engaged students actively; the learning using appropriate media varieties; and the learning supporting the development of community interaction. Moreover, the practice also includes collaborative learning in computer-mediated synchronous and asynchronous communication exchanges that consist of information exchange, task, and social support.
2. This study also reveals the challenges during the process of English learning by practicing collaborative bichronous was carried out by the teacher and students with the collaboration of online learning types. The practice faced several challenges, such as insufficient interactions and inefficient internet connections, during the learning process.

B. Suggestions

According to the result of this research, the researcher hopes for the best of English online learning in distance education sustainability. Therefore, the researcher provides several recommendations as follows:

1. For English Teacher

The English teacher is expected to continue the teaching and learning process with practicing collaborative bichronous in order to deal with the challenges such as insufficient interactions by requiring every students to participate during the class session and especially for students in virtual class, being require to turn on ther camera. Furthermore, the teacher may have a design of back-up plans if inefficient internet connections affect the quality of teaching and learning communication, such as contacting students who are less active in participating.

2. For Further Researcher

Further researchers may learn from this study and get influenced to look for a similar topic to conduct a study related to the development of English online learning with practicing collaborative bichronous to continue distance education in the forthcoming.