

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presented the final discussion of this research. There were two main points covered in this chapter. The first point outlined the researcher's conclusions drawn from the research findings. The second point offered research recommendations for English students and teachers.

#### **5.1 Conclusion**

This research aimed to understand the perceptions of students and teachers in English language learning using the hybrid learning method, as explained in Chapter 1. After collecting and discussing the data in Chapter IV, the researcher concluded the perceptions of teachers and students regarding English language learning using the hybrid learning method.

First, based on the results of this research, students had a positive perception of learning English using the hybrid learning method. They found it easier to understand the material because they could revisit the learning videos on the e-learning platform. Hybrid learning provided opportunities to use English in real-world contexts, such as online discussions or assignments. It also reduced the boredom that students experienced when only one teaching method was used. Hybrid learning was very flexible and offered a dynamic and engaging learning experience. It made students more independent in their learning, as the e-learning platform provided access to various resources such as videos, articles, presentations, and additional materials that could be accessed anytime. This allowed students to learn at their own pace and in the way that suited them best.

Second, based on the findings of this research, teachers had a positive perception of teaching English using the hybrid learning method. Teachers felt happy and found it convenient because it could facilitate or help students who could not attend, ensuring they did not fall behind in their studies. Even so, the challenges often faced by teachers during hybrid teaching included signal issues and a lack of closeness when teaching was conducted online. With hybrid teaching, teachers felt more flexible in choosing the time and place since it could be done anytime and

anywhere. The platforms used by teachers for hybrid teaching were Zoom and Google Meet. Additionally, teachers used Canva to create videos and posters and edit poems. According to teachers, hybrid learning combines traditional and modern offline and online learning.

## **5.2 Suggestion**

After understanding these conclusions, the researcher wanted to offer the following recommendations:

### **A. For English Teachers**

Teachers needed to practice more frequently with current technological tools. In hybrid learning, there was a greater reliance on technology that could facilitate the learning process.

### **B. For Students**

Students can make the most of learning using the hybrid method. With the numerous tools available, their creativity can be significantly enhanced.

### **C. For Other Researchers**

This research could be used as a reference for conducting further studies on learning using hybrid methods.