

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The results of the data analysis showed that all students responded well to the transition from online to offline learning. This perception emphasizes that online learning is only sometimes effective due to the lack of supporting equipment at school. In addition, the students needed to be more fully engaged during online learning and could not participate as effectively as in offline learning.

This research shows that all students have felt bored doing online learning at home. Because what students get during online learning is only receiving materials, after that, students do the tasks given by the teacher. When online, students cannot focus on learning because students can do more than one job at the same time, such as helping mothers at home, playing games, and even students can work on the side. Meanwhile, when students study face-to-face at school, students get a real learning atmosphere in class and can interact directly with friends and teachers. Furthermore, students can carry out learning activities such as before the covid-19 pandemic, participating in extracurricular activities, organizations, and others.

In addition, students still need time to adapt when switching from online to offline learning. Students show the same attitude when studying online despite studying offline at school. In this case, the role of the teacher is

needed by students at school because it helps to generate learning motivation, direct students in class during the learning process, and improve new activities.

5.2 Suggestions

The researcher would like to give some advice based on the above conclusions. First, for teachers, after knowing the views of English students during the transition of learning from online to offline after the covid-19 pandemic, teachers must provide more motivation to learn English independently. Get closer to students so that students feel comfortable when learning in class. With self-motivation from students and internal closeness, all the teacher's efforts will be easier to achieve.

The second suggestion is for students, considering that the learning conditions at school are starting to stabilize, it is new for students to adapt to the existing situation. Students must be more active in learning English in class, such as taking more initiative to catch up with the lessons in the covid era. Students can ask questions with teachers and peers. Students should motivate themselves to be more enthusiastic about learning. Students should think of more strategies to improve their achievement in learning English. Students should be able to find and utilize online learning applications that can help to increase their knowledge and abilities. Students should reduce the excessive use of mobile phones to focus more on learning. Students must be able to manage time between school and home. Students must actively

communicate with teachers regarding the obstacles experienced by students while learning in class.

The last, for future researchers, it is hoped that this research can be used as a reference if future researcher want to research the views of English students when switching learning from online to offline after the covid-19 pandemic. Future researcher can dig further into Student Learning Development at a time when schools have become truly complete as before Covid-19. Learn the factors that affect students ' motivation and interest in learning. Because this research uses qualitative methods, which are research findings that cannot be generalized, the researcher may subsequently use other methods or take different places to reveal different findings that cannot be generalized. The researcher may subsequently use other methods or take different places to reveal different findings.