CHAPTER V
CONCLUSION AND SUGGESTON

In this chapter, after knowing the finding and discussion on the previous chapter, the researcher will give a conclusion. The conclusion will be answers two research questions namely, Learning Process of Applying Hybrid Learning in Speaking and The Challenges of Applying Hybrid Learning in Speaking. Moreover, it suggested recommendation that was able to help improve the learning process of applying hybrid learning in speaking, thus the conclusion and suggestion as follows:

5.1 Conclusion

5.1.1 The Process of Applying Hybrid Learning in Speaking

From the results of the discussion, it can be concluded that in the process of applying hybrid learning in speaking, it has carried out according to the procedure of hybrid learning and we know the process of applying hybrid learning in speaking. Before carrying out the learning process the teacher must have a learning target, learning design, learning tools, lesson plan, media/platform and learning tools, learning resources used. Steps or process of learning activities: introduction: the teacher send google meet link and learning file in the WhatsApp group. The teacher explained both offline or online at the same time by using projector to display the learning material. Core activities: the process of learning speaking for students, that is begins by showing students a video dialogue or watching conversation. The way students practice their speaking offline and online, the teacher asked some questions and the students respond, the students are divided into several groups, the students were asked to practice it in front of the class, and students are asked to make short videos, then collect it to the teacher. Closing: the teacher gave the feedback and asked what they were doing as

a form of reflection. And the last is type/technical assessment or assignment: the teacher gives an assessment from various aspects, namely in terms of attitude, cognitive, then practice or psychomotor. the teacher gives a written test as well as a practical or an oral test. For own practice performance as well as products. For examples, making a video, or an audio monologue, it can be product of speaking.

5.1.2 The Challenges of Applying Hybrid Learning in Speaking

From the results of the discussion, it can be concluded that the challenges of applying hybrid leaning in speaking is still having many obstacles experienced by student. Especially when they got online sessions or participating in hybrid learning through daring, these problems are overall students were worried about network problems when they were online, like the signal is cut it off, the data runs out suddenly, or the teacher has problems with signals so the students did not hear her voice, and then the delivery of the material it was not acceptable. The students did not understand the material that has presented and they found difficulty communicating with the teacher. The school often had blackouts, the wi-fi in each class is less stable, google meet app can't connect, these things hider the hybrid learning process. And the challenges are some students feel embarrassed, usually feel nervous, and stammer when they practice speaking in front of the class. and when they were given the assignment to make a short video, which requires patience when taking and editing videos. Overall students prefer face-to-face learning because the students can interact, practice their speaking with the teacher and their friends.

5.2 Suggestion

    a. For The School

In implementing hybrid learning, schools must increase the facilities or tools of the learning in the classroom such as, a strong wi-fi signal so that teacher can easily access online learning so that students who are joining online can hear explanations from the teacher. Always check the feasibility of supporting tools such as projectors to make it easier for teacher to display learning materials.

b. For The Teacher

Overall, the problems are when online learning, many students complain during online learning on the grounds that they are constrained by signal connections, the data runs out. So, the teacher can review learning agreements, because in hybrid learning, the learning system can be adjusted to the situation of the students. Students who have difficulty accessing the internet, they can come 2-3 times a week to school and study together with the teacher according to the agreement. And no less important is giving the information to students if they did not understand the material that has delivered, they can directly contact the teacher via email, chat or read the summary of the results of the discussion, so all students can understand the material has discussed.

c. For Students

Hybrid learning have many functions, the firs is builds positive communication: if there is material that has explained but the students has not understood, students can contact the teacher via email, chat, or the students can also read the summary of the results of the discussion. The second is creative: students are given the opportunity to be more creative weather it is in creating interesting video speaking content as an assessment to measure students understanding. This situation will make the technological literacy of teacher and students even better.