

CHAPTER V

CLOSURE

This chapter presents the results of the analysis of research data on thesis of English teaching students at UIN Antasari Banjarmasin for the past five years (2020-2024). From the formulation of the problems that have been determined, several important conclusions can be drawn, namely:

A. CONCLUSION

The most controversial topic over the past five years has been teaching strategies for the English language. Most of the students are only bickering about the best way to modify pedagogical practices in an attempt to do better than the shortcomings of online and blended learning, particularly following the COVID-19 outbreak. Some of the commonly debated shared issues are the experience of learning in a virtual school environment, integrating technology and social media in language learning, and the implementation of HOTS-based tests. However, issues like problem-based learning (PBL), project-based learning (PjBL), and AI-based language learning are areas that are not yet researched and thus they are areas that create gaps to be filled through follow-up research.

Most students use qualitative designs, the most common of which is descriptive qualitative research. This is common often because the nature of topic chosen requires a closer examination of perception, experience and behaviour, rather than statistical measurement. Other qualitative designs, such as content analysis and case studies, have become prevalent. Quantitative and mixed methods are not prevalent, indicating a greater demand for methodological variety in future student research. Overall, the findings of the research suggest student acceptance of contemporary education innovations, especially the rapid digitalization of education. There remains huge potential for future enrichment of research through exploring wider themes and more diverse methodologies.

B. SUGGESTION

Based on the results and conclusions obtained from this study, the researcher provides several recommendations that need to be considered by related parties and directions for future research developments, namely:

1. English Education Students

- a. Students are encouraged to be more adventurous in exploring research areas that have not yet been studied,

such as problem-based learning (PBL), project-based learning (PjBL), AI-assisted language learning, and other areas of technological innovation in English language learning. This it is very important to expand the scope of research and contribute to the process of developing knowledge and practice in English language teaching.

- b. Students are also encouraged to try other types of research methodology beyond descriptive qualitative, such as quantitative, experimental, or mixed methods, to produce research findings that are more varied and can provide different perspectives from other scientific disciplines.

2. Further Researcher

- a. The scope of this study is still limited, because it only covers the theses of UIN Antasari Banjarmasin students for the 2020-2024 academic year. Future researchers should conduct similar experiments on a larger scale, both in terms of the amount of data, object institutions, and time period.
- b. Future researchers are also invited to conduct comparative studies to universities or study programs with the aim of finding differences and similarities in student research behavior between institutions.

3. For English Lecture and Thesis Advisor

- a. Lecturers are requested to suggest students to take more innovative and newer research titles that are responses to new developments within English language teaching.
- b. Advisors should also bring in methodological diversity and invite students to try out various methods like quantitative or mixed methods research to improve both scholarly seriousness as well as research acumen.
- c. The design of the curriculum for research methodology courses should allow exposure to various and appropriate research designs to prepare students to meet more challenging scholarly tasks.