

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions and suggestions from the research conducted on the English Language Teaching and Learning In Cyber Era, Challenge and Opportunities at CLC Kimanis Malaysia. The following are the conclusions and suggestions from the results of the research conducted.

#### **5.1 Conclusion**

This research explores the process of teaching and learning English in the cyber age at CLC Kimanis, Malaysia, by discussing the challenges and opportunities faced. Through interviews with teachers and students as well as classroom observations, the research uncovered various factors that affect the effectiveness of English language learning in this environment.

One of the main challenges found was the limited learning facilities, including the lack of books, classrooms and technology resources. Teachers often face difficulties in providing learning materials as the limited number of teachers available means that they have to teach multiple classes, while students experience barriers in accessing online resources due to poor internet connections in inland palm oil. In addition, the high reliance on traditional teaching methods, such as the use of textbooks and blackboards, makes it difficult for students to learn English in a more interactive and dynamic way. Observations show that students rely heavily on teachers in their learning process, as they rarely take the initiative to seek additional learning resources independently.

Another significant challenge is the diverse backgrounds of students and teachers. Many students lack confidence in speaking English, often due to limited vocabulary and the influence of different accents. In addition, teachers' non-linear educational backgrounds sometimes pose difficulties in the delivery of materials, especially in integrating digital technology into language teaching. This challenge is further compounded by multi-grade and multi-subject classes, where teachers have to teach students of different ability levels in one learning session.

Despite these challenges, the cyber era also offers new opportunities for English language learning. The availability of online learning platforms, digital dictionaries and interactive applications have the potential to enrich students' learning experience. However, these tools can only be optimally utilized if teachers and students have digital literacy skills and a proactive learning mentality. Therefore, teachers need to be trained in technology-based teaching strategies, while students should be encouraged to be more independent in seeking knowledge outside of classroom learning.

In sum, English language teaching and learning in CLC Kimanis, Malaysia, is affected by a combination of factors such as limited facilities, linguistic diversity and traditional teaching methods. To overcome these challenges and take advantage of opportunities in the cyber age, there is a need for improved infrastructure, better teacher training, and a shift towards more student-centered learning. By fostering a culture of active learning and adaptation to technology, both teachers and students can face the challenges in English education more effectively, ultimately improving language and critical thinking skills.

## **5.2 Suggestions**

Based on the conclusions obtained, there are several suggestions as follows:

### **5.1.1 For the government**

Improve traditional and digital infrastructure. The Malaysian and Indonesian governments need to work together to strengthen the infrastructure of learning centers like CLC Kimanis. This includes providing stable Internet access and adequate technology devices to support the learning process. Equal access to technology will help reduce the digital divide that still exists in some areas, particularly in oil palm plantations.

Policies are needed to support the integration of technology into the educational curriculum, especially in English language learning. These policies should include the training of teachers in the use of technology and the development of digital teaching materials that are tailored to the needs of students. It is hoped

that the government can increase the number of linear educators to facilitate and maximize learning.

It is hoped that the government can promote international collaboration by facilitating cooperation between educational institutions in Malaysia and Indonesia to share resources, experiences and best practices in the use of technology in language learning. This collaboration can strengthen diplomatic relations and improve the quality of education in both countries.

#### **5.1.2 For the school**

It is hoped that schools will actively integrate technology into the learning process, for example through the use of language learning applications, e-learning platforms and educational social media. This will make learning more interactive and interesting for students. It is important for schools to provide regular training for teachers in the use of educational technology. This training will improve teachers' digital literacy and ensure that they can use technology effectively in the classroom. It is also important to pay attention to improving facilities and infrastructure. Schools need to create a learning environment that supports the use of technology, including providing facilities such as computer labs, Wi-Fi access, and other support devices. This environment will encourage students to be more active in digital learning.

#### **5.1.3 For the teachers**

Teachers are encouraged to develop instructional materials in a digital format that students can access anytime, anywhere. These materials can be in the form of instructional videos, interactive modules, or online quizzes that support students' independent learning. Teachers can take advantage of social media, such as YouTube, Instagram, or TikTok, to deliver learning materials in a more engaging way that matches students' digital habits. The use of social media can also increase student engagement in the learning process. Teachers can facilitate online discussion forums or collaborative projects that involve students in the active use of English. These activities will help students develop communication skills and critical thinking in a digital context.

By implementing the above suggestions, it is hoped that the integration of technology in English language learning at CLC Kimanis will be more success, refine the quality of education, and prepare students to face the challenges of the cyber era.

