

## CHAPTER VI

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research that has been carried out using observation, interviews, and document analysis about the challenges faced by English teachers in the implementation of online learning at SMPN 2 Sumbergempol, it can be concluded that there are 4 English teachers' problems in the implementation of online learning, including:

1. Limited internet network access during the process of online learning takes place which is sometimes slow or due to the inability of students to buy internet quota.
2. Problems in delivering learning materials that are constrained by limited internet connections, problems in monitoring student activities, interactions between teachers and students that are constrained by online conditions, and lack of explanations about speaking and listening material in English.
3. Problems in collecting student assignments which are sometimes constrained by limited internet connections, as well as problems in reminding and collecting assignments to students online where student assignments are very important as a determinant of the success of online learning.

4. The diversity of student characters, especially characters that tend to be bad, for example lazy, bored, and passive, which makes it difficult for teachers in delivering material and in collecting student assignments.

The practical solutions for English teachers in overcoming problems in online learning are by implementing activities such as the following:

1. Implementing limited face-to-face learning, namely by limiting the number of students who enter school, which is 50% of the total number of students, while the remaining 50% take turns taking online learning. Limited face-to-face learning must still be carried out by complying with applicable health protocols, some of which are checking temperature before entering the school area, wearing masks and hand sanitizers, and maintaining distance.
2. Establish good communication between all parties in the school, namely between principals and teachers, between teachers and fellow teachers, between teachers and students, and between teachers and parents. Good communication will make it easier to convey information to all parties concerned, as well as complaints and certain problems, as well as solutions to solve them.
3. The use of light learning media, namely in the form of applications that do not consume a lot of internet quota and are familiar in the community so that they do not require a lot of time to learn how to operate the application. The use of light learning media, such as WhatsApp applications and Google Classroom, will make it easier for teachers and students to carry out online learning.

## **B. Suggestion**

Based on the results of the research that has been presented in the previous chapter, the following suggestions can be given:

1. For local governments to seek to improve access to the internet network and provide assistance in the form of study quotas for students to carry out the online learning process goes well.
2. For schools, namely holding socialization in stages about the implementation of online learning as well as assisting and facilitating teachers in carrying out online learning and limited face-to-face learning.
3. For teachers, namely remaining patient and enthusiastic in carrying out online learning and being wiser in choosing practical solutions in dealing with various problems in the implementation of online learning.
4. For students, namely increasing enthusiasm in participating in online learning and increasing quality and skills about technology and information so that the implementation of the next online learning can run as desired.
5. To researchers, especially those who are interested examine the challenges faced by English teachers in the implementation of online learning, then this thesis can be used as one of the materials reference or reference for future researchers.

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