

CHAPTER VI

CONCLUSION

This chapter presents the conclusion of this research based on Chapter I into Chapter IV in the previous sections and the next suggestions for the next readers.

A. Conclusion

In March of 2020, the first corona virus disease (COVID-19) case found in Indonesia. Then, unfortunately, this case has increased dramatically. In 1st April 2020, the therefore, the Minister of Education and Culture of Republic of Indonesia has instructed schools to carry out online learning since 17th March 2020 for COVID-19 affected areas.⁴¹ Soon after that, the Minister of Education and Culture of Republic of Indonesia has ordered all education units to run online learning from 24th March 2020 due to the increasing spread of COVID-19 and maintaining the health of students, teachers, and all educational staffs.⁴² It fully replaces face-to-face learning in classroom setting into online learning which possibly lasts until the end of semester due to the COVID-19 pandemic. It becomes a new challenge for both students and teachers to run online learning.

English teachers in SMP Negeri 1 Wonodadi find some difficulties in interactive teaching during teaching during Covid-19 pandemic and they solve several challenges that they face. The most challenging issue they face is they

⁴¹ Online <http://kemdikbud.go.id/main/files/download/c5d9f0ec9ff40c6>. Accessed on December 4th, 2020.

⁴² Online <http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8>. Accessed on December 4th, 2020.

cannot always play their role as controller in the classroom. Especially, they cannot control their students' conversation since they have online learning during pandemic. even though they can do face-to-face learning after pandemic, it is still challenging for teachers to control their students' conversation due to lack of time (only 60 minutes per week, with normal time 90 minutes per week). From that issue, teachers still do not find strategies or problem solving to solve the issues. The most second challenging problem for English teachers in rural area is their role as director. Teachers cannot keep the process of learning smoothly and effectively. The same as their challenges as classroom's controller, they still do not find strategies for this challenges. It is the reason these two teachers' role being the most challenging issue for teachers since they cannot find the suitable strategies or problem solving.

Not only as controller and director, teachers also face several challenges as manager which they have to make a lesson plan well. It is because they have to adapt with the new condition, thus they need to rearrange their lesson plan. But, as time goes they are able to make a lesson plan well during Covid-19 pandemic. For their role as facilitator, they also face some challenges include they hardly ever give games or medias to support their learning because their students still are not familiar with English during pandemic. To deal with those challenges, they use online medias such as stories from internet sources. The last one is their role as resource. In fact, they are always be ready if their students come to them to ask questions or when they need help or feel confused with the lesson, but their students hardly ever come to them.

B. Implication

Covid-19 pandemic has caused a big crisis in all educational system in Indonesia, especially in rural areas. English teachers in rural areas find several challenges, and unfortunately they still do not find the strategies or problem solving. It needs good work from all school stakeholders and also parents to find the suitable strategies. Giving assignments related to daily life or related something around students, thus students feel enjoy or do not have any burden doing the assignments. This present study contributes to the literature of English language teaching in response to the present phenomenon about learning during Covid-19 pandemic.

C. Suggestion

By conducting this research, the researcher offers a suggestion regarding the English teachers in rural area's challenges and strategies. All students and all the school stakeholders and everyone who relates to the learning process should be pay attention more on the lesson and facilities during learning process. They should be together support each other. Since the teachers still do not find the suitable strategies for several problems or challenges they face, the further researchers can consider this point.