CHAPTER V

CONCLUSION AND SUGGESTION

The previous chapters have already introduced the general introduction, provided the theoretical background, justified the methods and analyzed the findings of the study. This chapter, serving the conclusion of the whole research, will cover summaries of the major findings and the suggestions.

A. Conclusion

Based on the research problem "How is the implementation of online teaching English during Covid-19". The research aims to delineate the implementation of online teaching English in SMAN 1 Plosoklaten Kediri during the Covid-19. It is found that the implementation of online teaching in this school has been carried out with pretty good, the condition of facilities and infrastructure by students and teachers is sufficient to describe the readiness to implement online teaching. It can be concluded that online learning requires good cooperation between teachers and students.

Teaching activities in this school had 3 stages; pre, while and post teaching. There were two primary applications that were utilized by the teacher in giving the material. Those were WhatsApp and Zoom meeting application. Teachers must be able to master technology to help students understand the material. in the beggining of the class, the teacher let the students in and fills up the attendance list and pray together according to their religion. The teachers also gave the motivation to the students and talk about some topic to start and

reviews the previous material or the latest material they have sent before. Next, in the process of teaching, the teacher gave the assignment. In this section, the teacher discussed the answer of the previous assignment and continues or gives the new topic. Finally, in the evaluation activities, the teacher instructed the students about what they should do for the material or assignment.

The implementation of synchronous and asynchronous at SMAN 1 Plosoklaten can be seen in the process of learning. The difference implementation of synchronous and asynchronous learning implemented in SMAN 1 Plosoklaten is on the learning process. The asynchronous learning is implemented by giving students' task or assignment in the learning platform such as google form, or google classrom, or whtatsapp group. On the other words, there is no real-time meeting through online application in this model. However, in synchronous learning, the teacher and students have an opportunity to have real-time meeting through online aplication such as google meet and zoom. In this model, the teacher usually explains the material, reviews students works, and conducts discussion with the students.

The Task-Based Learning (TBL) method was implemented in SMAN 1 Plosoklaten. This method refers to language acquisition through solving a problem or doing a task. This method is mostly used in the asynchonous learning because it needs time for the students to do and the teacher also provide the material and instruction on the application. There were three stages to implement task based learning. Those were pre task, task cycle, and language

focus. In the pre-task cycle, students get exposure, and a chance to recall things they know than teacher helps them in introducing the topic and the task. Next, in the cycle in almost played part of the task cycle is students should discuss to answer some question based on text given and to rearrange some sentences into a meaningful text. After finish, they should report the result of their discussion in written. The last cycle was the language focus, this part was teacher who had the responsibility in explaining things related to the linguistic features or the structure, though it is still required students' involvement.

B. Suggestion

1. Take advantage of a wide selection of technologies.

   When it comes to online learning, leveraging technology is critical to success. Teachers should plan to spend the first few days of class helping students understand technology and learn how to work with it. Practice exercises are a great way for students to try out technology and make sure they understand what to do, ask questions, and get help before the project starts. This time of learning curve and hands-on practice will help students and those who teach them alike prepare for and overcome any kinks in the system.

2. Connect to students individually.

   In a traditional classroom setting where the teacher can see how students are doing each day, interact with them one-on-one if they have questions, and talk to them privately if needed. Online teaching can still provide equal opportunities for students. This can happen when teachers open hours and

virtual resources for students to come in and chat or message them if they have questions or concerns, or teachers can video call and check on students every week or two to make sure they're okay. These meetings can help teachers assess how students are doing academically with online courses and lessons, as well as socially and mentally.

3. Consider new learning methods.

There are many different learning styles that students have, and a variety of learning methods that teachers can use in the classroom to help their students. As teachers transition to online learning, this may be a good time to evaluate their lesson plans and tactics and decide if it's the best approach for students. In an environment where students and teachers are online, the selection of new learning models can help them increase their motivation and excitement about learning.