

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the data analysis. The conclusion covers about the online learning implementation in writing skill in the eighth grade of SMPN 4 Purwokerto and the supporting and impeding factors faced during online learning process in the eighth grade of SMPN 4 Purwokerto.

5.1. Conclusion

1. The Online Learning Implementation

First, it is related to the implementation of online learning in writing skill that has been done by two teachers. Based on the data collected, it could be concluded that both two teachers kept carrying out all the learning stages from opening to closing, eventhough it has done virtually by sending the messages through group chat. Generally, they had the same procedure in way of teaching process. They use the same tools; Whatsapp Group as the main tool for communication and sharing the links, using the same link (in Microsoft Sway) for the main material or topic discussed. However, each of them still had some differences in the implementation or treatment. The first teacher (R1-MI) frequently gave the voice notes to the students during the class. It was quite different with the second teacher (R2-ENZ) who only used texting in interactions during the class. The other point, eventhough the teachers had the same main material, but for the assignment, they used different source –song.

For the performance, based on the observation data, both two teachers had values that were not much different. The first teacher (R1-MI) got 87,5% and the second teacher (R2-ENZ) got 85,7%. Their value represented “Good” in performance. The only difference was at the point of language use. As described above that the R1 frequently sent the voice notes which meant she also gave the oral communication, while the R2 only gave the textual or written communication as in the form messages.

From the e-tivities based on Gilly Salmon’s theory, the R1 (MI) did all the stages from Access and Motivation to Development completely, while the R2 (ENZ) did all the stages incompletely especially on part of Arriving in Access and Motivation. However, based on the observation, what was missing from all the stages was the lack of group discussion regarding the material presented.

In short, the teachers kept doing all the stages in teaching process from opening to closing. They still had a good value at their performance. However, it had missing points namely the lack of material discussion and class interaction.

2. The supporting and impeding factors

There are about the supporting and impeding factors faced by the teachers related to the online learning process. Based on the data collected, it was found that there were more impeding factors faced by the teachers. Those were the unstable connection, unsupported device

from the students, other online platform distractions used by the students –game, and limited quota that the students had. However, there were still supporting factors in online learning process particularly in case of quota, it was supported by the school and government through the mobile operator provider as they used. It could help the students to limit their cost in buying quota and carry out the online learning process well. Another one, the sufficient device that some of the students have was could be the supporting factor in online learning process. Then, in the implementation, the additional source and interesting media delivered by the teachers could support and help the students to get better understanding and being interested in online learning process. That could also be another point of supporting factor.

5.2. Suggestion

1. For the teachers

It would be better if the teachers keep holding the video conference so that there is interaction at least voice by voice either between the students or teacher-student. Moreover, the teacher may explain and deliver the materials orally even in virtual condition. If it is possible, the teacher could record the material explanation in the form of video or in PowerPoint Recorder. This allows the students to get better understanding than only reading the materials. Then, it is still related to the interaction and discussion, the teacher may create interesting stimulation or

inducement which surely can be related to the material at that time so that it allows the students to be interested in responding in order to increase class interaction and discussion in chat forum. Moreover, the teacher also may interact with the students in spoken or written language that is slightly more flexible, relaxed and not rigid, so that the students take the initiative to respond and reduce the tension, stress or even feel pressured.

2. For the students

It hoped that the students could stay active and initiative in order to understand the material well if they actively ask and respon the questions and take the initiative in discussions. Thus, it could increase the interactions between students and also with the teacher and also the group class could more be active. The students also should manage the time well among the studying, householding, and playing. Another thing can do is making the reminders about the deadline for school assignments so that they could collect and submit the works on time.

3. For other researchers

The other researcher may take another spesific focus of online learning process. It could be from the students side, the teacher side, certain stages in implementation of online learning, or even the effective media or tools used in online learning. Thus, it would present the depth research and finding.