

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings of the study, this chapter concludes and makes some suggestions to complete this research.

5.1. Conclusions

Following the completion and analysis of the research on a Narrative Inquiry of An English Teacher Experiences in Teaching Online English Classes During Covid-19 Pandemic Era, it is possible to conclude:

Teaching activities during Covid-19 pandemic era have changed drastically. An experienced English teacher quickly switched to online teaching, adapting materials, learning Zoom, and rearranging lesson plans. This change requires rapid innovation and adaptation. For more than a year, the teacher managed six classes each week, noting the diverse reactions of students, some liking its flexibility, while others longing for social interaction and difficulties in terms of discipline. The pandemic underscored the role of parents in online learning and the need for innovative methods to increase engagement and discipline.

During the Covid-19 pandemic era, teacher focused on using videos as teaching materials that were adapted to learning materials. Meanwhile, for teaching methods, teachers applied blended methods to achieve efficiency and effectiveness of time. The methods used are lectures, questions and answers, role

playing, groups, discussions, study assignments, and demonstrations. Then for teaching media, teachers used YouTube videos and images sourced from google.

Assessment is crucial in education to ensure students meet expected competencies. During the Covid-19 pandemic, English teacher had to adapt assessment methods to the online environment, presenting significant challenges, especially for low-ability students. New methods, such as roleplaying for speaking skills and Google Forms for daily tests, proved effective in accurately measuring student abilities. Despite some students struggling, most met the Minimum Completeness Criteria (KKM [*Kriteria Ketuntasan Minimal*]).

The Covid-19 pandemic necessitated a shift to online teaching, posing significant challenges. One major issue was ensuring students attended classes on time. Common reasons for lateness or absences included oversleeping or engaging in other activities, which was difficult to manage without direct supervision. To address this, the teacher used a class WhatsApp group for communication and reminders, but success depended on parental participation. This experience highlighted the crucial role of parent-teacher collaboration.

5.2. Suggestions

Based on the result of the research about A Narrative Inquiry of An English Teacher Experiences in Teaching Online English Classes During Covid-19 Pandemic Era, the researcher provides some suggestions for teachers, students, and future researchers.

1. Teachers

For the teachers, the researcher hopes teachers can invest time in learning and mastering online teaching platforms and tools such as Zoom, Google Classroom, or Microsoft Teams. Explore their features to create engaging and interactive lessons. In addition, teachers can also modify teaching methods to suit the online environment. Incorporate a variety of instructional strategies such as multimedia presentations, virtual discussions, and interactive activities to keep students engaged.

2. Students

For the students, take an active role in the online learning experience by participating in class discussions, asking questions, and completing assignments on time. Engage with the material and contribute to group activities to enhance your understanding. Moreover, manage time effectively by creating a schedule for the online classes, assignments, and study sessions to ensure they stay organized and meet deadlines. Allocate dedicated time for each subject and minimize distractions during study sessions. Also seek support when needed by reaching out to teachers, classmates, or academic advisors if students encounter difficulties or need assistance with the coursework. Do not hesitate to ask for help when you need it, whether it is related to academic or personal challenges.

3. Future researchers

For the future researchers interested in exploring the experiences of English teachers in teaching online classes during the Covid-19 pandemic era could delve deeper into some areas. They could focus on examining the long-term effects of

online teaching on student learning outcomes and academic performance. Additionally, researchers could investigate the effectiveness of specific online teaching methods and tools used by English teachers, such as the integration of multimedia resources, virtual discussions, or interactive activities. Moreover, future research could explore the impact of online teaching on teacher-student relationships and classroom dynamics.

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