

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

For the research question about English teachers' experience, the results point out that there are risk factors and protective factors in teaching English online. Risk and protective factors consist of environmental factors or contextual resources and individual factors or personal resources. Individual risk factors found in this study are: experiencing self-efficacy in preparing material and experiencing difficulties in managing time. They are included in conflict between personal beliefs and practice and behavior management (Beltman et al. 2011). Experiencing self-efficacy in preparing material is shown when the teacher feels insecure with the video material he made for students, and experiencing difficulties in managing time when teachers find it difficult to divide their time between home and school. While the contextual risk factors found in this study are: difficult in managing students, dealing with students' lack of competency in vocabulary mastery, and dealing with internet connection, they are also included in behavior management and difficult schools or classes (Beltman et al. 2011).

For behavior management, this is evidenced by teachers who have difficulty managing the behavior of students who ignore the lesson, do not do assignments, and do not want to learn. In addition, the conditions of schools or classes are difficult to carry out online because of a limited signal. This is a contextual risk factor that teachers encounter in teaching English online.

Even though in learning English the teacher finds risk factors, there are also protective factors to face the challenges that arise. Protective factors consist of environmental factors or contextual resources and individual factors or personal resources. Strong intrinsic motivation and professional aspirations (goals that a person sets for himself in a task), tenacity and perseverance, and proactive problem-solving skills were found to be personal protective factors in this study. strong intrinsic motivation, tenacity and perseverance, and proactive problem-solving skills. This can be seen from the way teachers want to learn independently to solve existing problems so that online learning continues to run well. For professional aspirations, the teacher looks for a solution by dividing time between school and home so that online learning goes well.

Contextual protective factors found in this study are: working with the students; school administrative support; mentor relationships; and support from peers and colleagues. The teacher works with students so that learning goes well by using the project-based learning method. The teacher works with students using a project-based learning approach where students are given the freedom to plan learning activities, carry out collaborative projects and produce work products that can be presented.

From the results of the study, it can be concluded that the most memorable experience felt by teachers was that they found it difficult to manage students, but the teacher still rose in this difficult condition and continued the online learning. "If Mom, for example, wants to teach, I have prepared the material before. The sources are from the internet and the book. My problem is only with the students.

" (Teacher 1). This is supported by the opinion of teacher 2. "Because there are only a few students who are diligent in submitting assignments." For example, out of 30 students, most ten students want to study and do assignments. " In addition, it is impossible to carry out online learning in a synchronous learning environment. "Students who say, "Mam, let me go up the hill," where in unit 22 there is no signal, ma'am." (Teachers 1) I only used WhatsApp, but sometimes using WhatsApp there are still problems. The student said, "Ma'am, I cannot open your message because I do not have an internet connection, so I can not download it." (Teachers 1). However, despite the challenges faced by English teachers in one of the senior high schools at Muaro Jambi, they can get up and continue to carry out online learning. McMahoan (2015), Resilience is a positive picture of someone's strength and talks about resilience that exists when someone is in a risky situation.

They get up and continued online learning because, in difficult and urgent circumstances such as a pandemic, they were required to apply online learning without proper preparation. This difficult situation increases their resilience because of the individual protective factors, namely the motivation to learn independently to support online learning and the contextual supporting factors, namely encouragement from the environment, such as school facilities, given tabs, quotas, mentors, and support from colleagues. When they have difficulty implementing online learning, they can share and ask mentors and peers for help.

5.2 Suggestion

Based on the conclusion above, the researcher would like to offer some suggestions. For the students, after knowing the teacher's experience when teaching English online from the results of this study, they must have the motivation to learn English independently. Without students' motivation, all the efforts that the teacher makes would be difficult to achieve.

Other suggestion to the teachers, considering that online learning is a new thing for teachers; teachers should attend training or workshops to expand their knowledge of online teaching and to learn how to use technology and online learning applications so that they master technology and applications for online teaching. Teachers must actively communicate with students and provide them with motivation and advice. Teachers should create interesting online lessons so students are willing to learn.

Lasly, for the future researchers, it is hoped this research can be used as a reference to conduct research about teachers' experiences in teaching English online. Since this research used qualitative method which is the finding of the research could not be generalized, the futher researchers may used other method, or may take diferent places in order to reveal the different findings