

CHAPTER V

CONCLUSIONS, LIMITATION OF THE STUDY, RECOMMENDATION, AND PEDAGOGICAL IMPLICATION

This chapter aims to provide the point of this study including the conclusion, limitation of the study, recommendation, and pedagogical implications for further studies.

5.1. Conclusion

This research aims to know the challenges of students in learning online during the COVID-19 pandemic at the Islamic State Institute of Kendari for students majoring in English education, especially in the sixth semester of the 2019/2020 academic year. The data were collected through reflection.

Based on the results of reflection data analysis, this study found that students had prepared themselves to face online learning during Covid-19, but students were also faced with several challenges during online learning. The results showed that most of the students stated that the main difficulty they faced was the challenge of an unstable network and also noise in the surrounding environment which makes students unable to concentrate.

5.2. Limitation

This research was conducted only with a sample population, namely 6th-semester students majoring in English A at one of the universities in Kendari. In selecting participants, researchers only selected those who had gone through online learning during Covid-19. In addition, the researcher realizes that this

research still has several weaknesses due to time and scope limitations. The researchers did not dig up other information related to online learning, for example, how student's perception of online learning. Instead, the researcher only focused on the challenges faced by students during online learning.

5.3. Recommendation

This research has important things to note especially for teachers/lecturers, students, and also other researchers. Based on the results of the discussion above, several suggestions related to the challenges that EFL students face while studying online during the COVID-19 Pandemic. Some recommendations for this research are as follows;

For teachers, teachers should be given briefings related to online learning including technology, providing varied learning media to students so that learning is more interesting and students are not fast bored, bored, and easily sleepy. For materials that will be conveyed in learning it is better to give it to students the day before to read first, so that when the teacher explains the material, the students can understand some of the material being explained.

For students, Students should have a positive and serious attitude and be more active in learning, for example, being active ask when they have difficulty understanding the material being taught tell the teacher. In addition, students can also find answers on the internet if they do not fully understand the material that has been presented.

For parents, as a parent, you should be closer and understand your childso that it will be easier to support their learning desires andencourage

children's positive attitude so that they are enthusiastic in following online learning. Looking for solutions for their children's online learning that is by not being it with homework while studying online or doing assignments.

For universities, this online learning can be a reference for lecturers to keep learning in this pandemic situation. In addition, researchers suggest assistance such as internet quota, but this has been implemented by universities.

5.4. Pedagogical Implication

The research findings show that the most basic challenges during online learning in EFL classes are the problem of unstable networks and also noise in the surrounding environment which makes students unable to concentrate. This online learning can also be an effective learning tool during the COVID-19 pandemic. In particular, online learning can help students and lecturers to continue learning in the Covid-19 pandemic situation.

