

CHAPTER V

CLOSING

A. Conclusion

Online learning is one of the alternatives that must be carried out by every educational unit for the continuity of the learning process. There are many applications that can be used in the online learning process, one of which is the WhatsApp application. After conducting research and describing an explanation of, “ *Teacher's Creativity In Using WhatsApp To Increase Students' Ability In English At Grade 8-1 of MTs Parmiyatu Wassa'adah Percut Sei Tuan, Deli Serdang*” , the writer concludes that:

1. In the online process, it is important for a teacher to have creativity to foster the desire of students to learn. At MTs Parmiyatu Wassa'adah itself requires all teachers to be able to master the WhatsApp application, especially English teachers. From the results of the research that the author did, the authors found that teachers in the field of English studies tried to be as creative as possible in every subject matter taught to improve students' English skills, this was proven by the use of all the features on the WhatsApp application. The features used are Voice notes, Audio/video calls, Text Messages, WhatsApp status, stickers, Gifs, photos and videos. Each application used is adjusted to the needs of the subject matter.
2. In the learning process using the WhatsApp application, of course, it is not easy, there must be many obstacles that must be faced. Any obstacles that occur must make the learning process not optimal. The obstacles faced by

teachers in the field of English studies during learning using the WhatsApp application were caused by two factors, namely internal factors and external factors.

- a. Internal factors are related from within students, while the obstacles included in these internal factors are lack of discipline, lack of student interest in online learning, and lack of student learning motivation.
 - b. External factors related to the environmental factors of students or from outside the students themselves. The obstacles that occur are inadequate internet quota, signal interference, full cellphone memory, and the condition of students' families and environments that do not support student learning.
3. Supporting factors to overcome the barriers to creativity of English teachers in using WhatsApp after going through the research, the authors found that there are several supporting factors including providing sanctions, using audio features, video calls and documents, using WhatsApp's features, registering students to get free quotas, being tolerant. sense, and establish communication with the students' families.

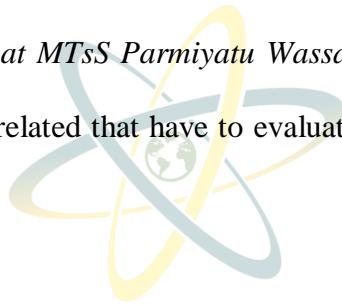
B. Suggestion

Based on the descriptions that have been discussed and the conclusions that have been put forward in this study, as a follow-up to this research, it is recommended:

1. English teachers are expected to have creativity in online learning using WhatsApp, this aims to make students interested in learning even though they

are not face-to-face and also help improve students' English skills both in writing, reading and speaking skills.

2. For students to be able to better master online learning applications, in order to improve their ability to use media so that they can be used in the field.
3. To the next researcher, the researcher hopes that there will be further research on *"Teachers' Creativity in Using WhatsApp to Increase Students Ability in English in grade 7-1 at MTsS Parmiyatu Wass'adah."* This is because there are still many surahs related that have to evaluation not been discussed.



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