# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the conclusions of the study derived from the findings as well as a discussion of the previous chapters. This chapter also discusses the recommendations and suggestions for further research.

## 5.1 Conclusions

This research investigated the teacher's strategies in integrating character eduaction in EFL classroom at one senior high school in Cileunyi. One research question was employed in this research covering teacher's strategies to integrate character education in teaching narrative text. This study employed three frameworks; Four Metacognitive Moral Strategies by Campoy (1997), Character Education through Children's Literature proposed by O'sullivan (2004) and Approaches to Teach Character Education proposed by Edgington (2002) frameworks. The study also investigates the ideology of the story and the teacher's ability to identify the ideology framed within Hollindale's level of ideology (1988) cited in Hunt (1992).

With regard to the research question there are three main categories of teacher's strategies in integrating character education with narrative text teaching. The strategies used by the teacher were classified within three frameworks. The study found that in Four Metacognitive Moral Strategies proposed by Campoy (1997), the teacher applied three out of four strategies which were Cause/Effect/Far-Reaching Effect Strategy, Perspective Windows Strategy, and What's Your Perspective? Strategies. In Character Education through Children's Literature proposed by O'sullivan (2004), the teacher applied one out of six strategies which was Comparison of Noble and Ignoble Characters. In Approaches to Teach Character Education proposed by Edgington (2002), the teacher applied two out of four strategies in integrated character education which were Value Inculcation, and Value Analysis.

The teacher's strategies in integrating the notion of character education in teaching narrative text were applied to the extent that these strategies helped the students to examine a sense of respect, responsibility, hard-work and patience. These strategies also helped the students to connect experiences and morals. From the way the teacher applied the strategies mention above, it is further found that the teacher was aware of the ideology presented in the narrative text and its potential as a medium to expose character education which were presented in three levels; the author's profound message, individual writer's unexamined assumptions, and the ideologies of the author's world. Therefore, the teacher's awareness of the ideology of the story influence the way in which she applied the strategies mentioned above and the choice of the children's literature that she used as teaching material.

## 5.2 Recommendations and Suggestions

Given the results from the study, the conclusions about the teaching strategy, however, were based only on one classroom at one level of education and limited period of time. Thus, study with larger number of respondents and longer period of time should be conducted to get a better and more complete result. It is also suggested for further researchers to focus on the other material teaching not merely within the teaching of narrative text. For example, it may be about the other language skill such as writing, listening or speaking skill or the other genre of the texts like report, recount, descriptive and so on, or it can be about the effectiveness of character education strategy applied in EFL classroom.

Based on the findings of this research, some recommendations are stated to language teachers, and further researchers. In relation with teaching and learning process, teachers can perform these strategies within various type of activities. Furthermore, teachers should be more aware of the ideology presented in fiction, particularly through texts like children's literature since it can help the teacher to be more aware of the potential of using fiction to utilize it as a medium to explore character education.