CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and some suggestions for further researchers based on the result of the whole activities done in this research. The conclusions are formulated from findings and discussions of two data collections; documents and interviews. Furthermore, the suggestions are addressed to English teachers who teach in junior high school and for the future research.

5.1 Conclusions

This research focused on how do junior high school teachers develop teaching materials and what challenges do the teachers encounter in developing teaching materials. The data in this study were obtained through document analysis and interview. Based on the discussion in the previous chapter, there were at least two conclusions can be drawn. First, the answer of how do junior high school teachers developed teaching materials. Teachers' procedure in developing teaching materials was in line with what proposed by the experts. The findings from both document analysis and interview with all participants show that there were five steps done by the teachers out of seven steps proposed by the experts. Those steps were identifying needs or problems, exploring needs or problems, realizing contextual content, realizing pedagogical elements, and composing teaching materials based on stipulated lesson plan. On the other hand, another two steps; considering physical production and getting experts review, were only found in the documents analysis and avoided by the teachers in the interview method.

Secondly, the findings from documents analysis and interview show that there were five challenges encountered by the teachers in developing teaching materials. It includes 1) the challenge in reflecting scientific approach into

learning activities because of the lack of conformity between the mandatory 2013 curriculum approach (scientific approach) and the language learning materials. This challenge encountered by the used of the Genre Based Approach which argued more suitable than the scientific approach. 2) The challenge in implementing teaching model into learning activities because of the difficulty in adjusting teaching approach syntax and teaching models syntax. This challenge encountered by did not consider too deeply about the learning model used. 3) The challenge in implementing teaching method into learning activities because of the instability of the students' condition in the classroom. Furthermore, the less optimal of the teachers' understanding in term of learning methods were also become the challenge. These challenges encountered by did not consider too deeply about the learning method used. 4) The challenge in implementing teaching media. It is because the tools and the equipment needed were sometimes unavailable. This challenge encountered by the used of the simple media such as pictures, whiteboard, and even the teaching materials. 5) The challenge in providing the proper assessment for language practice because of the lack of time in preparing the assessment. This challenge encountered by using the framework of the assessment in the lesson plan and did not develop it maximally.

5.2 Suggestions

Based on the research findings of the study, three suggestions in teachers' challenges in developing teaching materials are offered for teachers and future researchers.

For teachers, since there are various steps in the procedure proposed by the experts that can be used, it would be better if you try to follow the whole steps in the procedure as optimal as possible. This suggestion given in order to ease you in developing teaching materials and to minimize the challenges might appear in

developing teaching materials. Furthermore, the teachers have to encounter the challenges faced while developing teaching materials by the alternative way. Still, the alternative way should basis on the experts' theories to make sure that the alternative way is right in terms of science in the fields. To conclude, in developing teaching materials, it is better for the teachers for always come up with experts' theories and teachers' experiences. It is because both of theories and practices have to go in one line to achieve the appropriate condition easily.

For future researchers who are interested in teaching materials development, research in the related topic needs to be conducted. Since present research was carried out in the junior high school, future researcher can do the same research in other level. The future researchers can also expand the research by finding out students' responses toward the teaching materials developed by the teachers. Then, the future research can also conduct the same title but deeper. It can be realized by conduct the deeper methodology to get the deeper findings. Since present research was carried out only by document analysis and interview method, future researcher can do the same research by adding the observation method. The observation method can be conducted while the participants developing the teaching materials and carrying out the teaching processes.

The limitation of the study is the participant and the documents. The participants employed in this study were 3 participants. Meanwhile, the data could be more various and stronger with more than 3 participants. Then, the documents used in the study were only one developed teaching materials per participants. Meanwhile, it could be richer with two or more developed teaching materials. The limitation happened because of the lack of the time.