

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter elaborates the research conclusion and suggestion based on the research and the observer's experience in carrying out the research. Basically this chapter is divided into two sections, the first is conclusion and the second is suggestion.

5.1. Conclusion

Communicative learning occurred in teaching and learning process in the class 7c and 7k in SMP Negeri 5 Bandung. Activity types such as discussion, conversation, presentation, and role-playing implemented in the classroom. Principles of CLT proposed by Brown (2001) and principles of CLL were adopted by the teacher. The teacher worked with whole class, while the students worked individual in pairs or group. Both of teacher and students tried to make learning more interactive. Teacher just guided and facilitated them during learning process. The students developed the learning process by themselves. They always thought how to present the material in an interesting way and easy to understand. Teacher also stimulated them with a good mark as reward before presentation or "Very good or excellent" utterance after presentation. It motivated students to prepare the task seriously. It was appropriated to student-centered instruction.

Teacher also asked them to practice English during the lesson as she did it in a friendly way. The teacher tried to neglect some grammatical errors in students

sentences. The teacher integrated four skills; listening, speaking, reading, and writing abilities during the lesson. She expected that learning process gave the students an experience and developed their competence which helped them to practice in the real life or in the future.

There were six types of interaction occurred in the classroom. Teacher-Class (T-C), Teacher-Group (T-G), Teacher-Students (T-S), Student-Student (S-S), Student-Content (S-C), and Student-Interface (S-I) interactions. Each of this interaction has influence in the language classroom.

T-C interaction occurred when the teacher greeted the students, told them to do things, directed them, and informed things. They also showed a good respond to teacher explanation and asked some questions. T-G interaction occurred when the teacher gave comments to students' question as they worked in pair or group. T-S interaction occurred through the classroom activities such as presentation, conversation, discussion, role-playing, pair works or group works. The teacher asked questions, directed students to do things and gave comments on their works.

S-S interaction occurred in whole class work when the students asked something or helped their friends to prepare their presentation needs. In pair work S-S interaction occurred when they discussed the topic or making dialogue. In group work, S-S interaction occurred when they had role-playing. They prepared, offered, and bargained the things as in traditional market.

In this classroom the S-C interaction occurred in the form of a text. It also occurred when the teacher explained some informations to the students and when they responded it. In the observation, S-I interaction occurred when they were

operating OHP (Over Head Projector), VCD player, phone cell, and play station during presentation.

5.2. Suggestion

In line with the conclusion stated above, the following suggestions are proposed for better learning and teaching language to create communicative classroom:

1. The teacher has to know the guidances to be an active but not dominant teacher.
2. While the learners are performing, the teacher can monitor the strengths and weaknesses of their performing. Eventhough, she may not intervene at the time, she can use weaknesses as signs of learning needs.
3. The teacher should implement cooperative learning more in order to stimulate students to express their competence.
4. The teacher should create language classroom in real situation by using target language frequently.
5. The teacher should be creative to make innovation in learning, to prevent monotonous situation.
6. The teacher provides environment to make good relationship with the students through intensive interaction.
7. The teacher should create and maintain a relaxed environment.
8. The teacher has to encourage the students to think that learning English is fun.

