# CHAPTER 5

# THE CONCLUSIONS, LIMITATIONS OF THE STUDY, AND SUGGESTIONS

## 5.1 Introduction

This chapter consists of three parts: the first part draws the conclusion of the study based on the data discussed in the previous chapters. The second part will discuss the limitations of the study, and the third will discuss the suggestions for future research within the same study.

## 5.2 Conclusions

The major conclusion of the study will be outlined below. Based on the theories, and the analysis described in the previous chapters, the present study arrives at the conclusions. The first research question concerns with how the teachers use the materials. The study found that the teachers differently used the materials as Moulton (1994) similarly found in his study. This finding leads to the fact that the three categories of teachers in using the materials, as Hutchinson and Waters (1995) and Grant (1987) suggest, exist in this study.

The documentation data revealed that the coursebook was considered incomplete to provide the appropriate and familiar topics for the students; therefore different outside sources were used, for example other published textbooks, teachers' create materials, and the use of authentic materials. From the lesson plan analysis, the planned materials were described in procedures of activities based on the teaching stages. However, in the implementation process, the data shows that the teachers did not follow the procedures completely and the changes of activities differed from one teacher to another. This appears

to show that besides the fact that the unit the teachers use are different from one to another, other factors found in the study determine the reason for the changes, for example, the students and the teachers' teaching style.

The interview data also revealed during the preparation and implementation process, the teachers experienced having difficulties with material modification due to the fact mentioned in the study the teachers were lack of course books and other teaching facilities to find for the appropriate and familiar materials for the students. During the implementation, the teachers also experienced having changes of activities. The data shows the changes of activities occurred due to the students' characteristics and needs. Both data seem to suggest that students become the teachers' focus for any changes and difficulties faced the teachers with the expectation that teachers need to understand learners' needs and get data from the learners in order to meet the needs of the students which become the goal of the program as Lun (2006) argues.

The second research question concerns with how the students respond to learning materials and their teachers' material use. The responses the students made to learning materials revealed that a big number of students agreed that learning materials have met their needs. This data mean the teachers have been successful to use the materials for the students. Regarding this, as Ur (1996) and Harmer (2002) suggest, when learners' needs are achieved, it will motivate the students to learn. These findings are supported with the students' acknowledgement to their teachers' competency in material delivery. As Rowntree (1997; 92) cited in Richards (2002; 263) argues, good understanding of subject matter has been a prerequisite in using effective materials. However, the questionnaire data also revealed that the teachers were considered failed to give varied activities and techniques which the students believed through teachers' different techniques and activities it will promote their communication skills. Therefore, this data further suggest teachers

should be creative to their own techniques and make them sure that the techniques are in accordance with the students' preferences. As McDonough and Shaw (1993) suggest, teachers need to see the students when they apply a particular technique. This also seems to coincide with the suggestion that the activities should be conducted in different ways. Through applying appropriate techniques and activities, as Grant (1987) suggest, the students will enjoy learning and become more motivated to learn.

### 5.3 Limitation of the Study

There are some limitations of the study, and the limitations concern the technical problems. The major one is the availability for the interview time. As the interview time was scheduled after the class is over, however, due to the tight schedule of the teachers that had to go to another class afterwards, the interview time was set up later to meet their convenient time. However, in order not to forget about the teaching, the video recording was shown to stimulate their fresh memory of what he/she was doing in the classroom. In doing so, the researcher also asked for their clarification about unclear instruction or the purpose of their activities. With these techniques, it is hoped the teachers gave valuable inputs to enrich the interview data.

The second limitation of the problem was due to limited length of provided recording cassettes that could not record the whole length of teaching hours. However, to add the information of the missing part, small notes were taken during the unrecorded time and later asked about these in the interview time.

## 5.4 Suggestions

Based on the findings of the study, which may not be generalized to other settings, it is suggested that the study indicates the necessity of the use of the materials in the teaching of English in Indonesia. The findings of this study confirm the urgency of the use of the materials by the teachers can help students enhance their learning and enable the teachers to find and use the appropriate material for the students. From the urgency of the use of the materials above, therefore, it calls for the reexamination of the use of the materials by the teachers.

For this research in particular, it is suggested that the teachers should be freed and given a longer time for the interview session after the class. By doing this, the fresh memory of the teachers will be expected to contribute much to the interview data. A greater access to the coursebook facilities should also be given to allow the teachers to find the supplementary materials to the main coursebook, and the teaching aids such as listening booths should also be provided. These lacks of facilities, as found in this study, seem to suggest that it limits the teachers' material modification as Hutchinson and Waters (1995) indicate.

The last suggestion is that the teachers should develop their use of materials by being given sufficient knowledge of material development by the institution, through for example, a weekly teacher's development session, where they are trained to prepare for a good material and put it into practice within the teachers. Through this activity, it is expected that the teachers will be more creative in using the materials through the use of various techniques and activities that may meet students' preferences. In addition, the observation to teachers' use of materials should also be maintained in order to improve their use of materials in the classroom.