

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter the researcher will elaborate the concluding remarks of the important issues mentioned in the previous discussion as the answers to the research problems. This chapter consists of four major parts. The first part discusses the summary of the research findings, the second part discusses the conclusions, the third part discusses suggestions for practitioners based on the result of the study, and the fourth part discusses the recommendations for further research.

#### **5.1 The Research Findings**

This study is focused on investigating three research questions. They are 1) how does teachers' understanding on the school vision and missions affect their teaching practices? 2) What is the teachers' opinion on the relevance of the textbooks on the school vision and missions? 3) How do the teachers select the textbooks and implement them in teaching practices? The answer of each research question will be presented here respectively.

The data analysis from the questionnaire and the interview based on the first research question indicate that the respondents understand the school vision and missions where they teach. They know that the Madrasah Aliyah has different vision and missions from the public schools where the Madrasah Aliyah vision is emphasized on the achievement of knowledge and moral values which consist of the submission to God and the attitude toward their social lives. They also know

that the Madrasah Aliyah missions are; conducting education to have high quality of knowledge or to be knowledgeable students and to have Islamic moral values.

Unfortunately, although the respondents know the school vision and missions, it does not affect in their teaching. The evidence can be known in the way they use the textbooks. They use the textbooks in teaching English where the books' contents have no relevance and do not support with the school vision and missions. In addition, the textbooks the English teachers use at a Madrasah Aliyah are the same as the English teachers at the public schools. Their reasons are that they have to ensure that the students are able to achieve the national exam target so that they follow the national curriculum issued by the Ministry of Education Affairs. They used the syllabus arranged with the public school teachers referring to the national curriculum and put the school vision and mission a side.

In term of the relevance of the textbooks used by the English teachers at a Madrasah Aliyah from the analyzing of the three data collection techniques, it can be concluded that the textbooks used are not relevant to the school vision and missions. In using the textbooks they do not pay attention to the school vision and missions. They only match the textbooks with the national curriculum and the syllabus designed.

All of the respondents agree that, there should be any Islamic terms, norms, and values stated explicitly in the English textbooks used at a Madrasah Aliyah. Their reason is that those Islamic oriented textbooks will be suitable or relevant with the Madrasah Aliyah vision and missions. In addition, the Islamic

English teachers have to take the responsibility for dealing with the schools vision and missions and understanding about some principles of Islam in English.

Although the textbooks do not support the school vision and missions, the teachers may make some innovations to correlate the discussion to the school vision and missions, it can be done by using the Islamic oriented textbooks for sometimes as collaboration. This is one way that the English teachers of Madrasah Aliyah can do at least for the benefit of present teaching.

From the three data collection techniques, the way the teachers select the textbooks is based on the national curriculum which is specified in a syllabus arranged with the public school teachers. They select the textbooks which contain the topics stated in the syllabus. Regarding to the implementation of teaching, in a certain Islamic period like fasting Ramadan, Hajj etc. they sometimes insert those moments as the topic of discussion. Two of them had ever used Islamic textbooks, which were issued by the Ministry of Religious Affairs as a selection textbook in the previous years. But, in the observation data the researcher found that they only used the common textbooks containing general knowledge. It seems that they do not have any self-confidence to use the Islamic-oriented textbooks as selected textbooks because they assume that those kinds of textbooks do not match with the national curriculum target of achievement. They focus more on the national curriculum rather than on the school vision and missions.

In the teaching implementation, the teachers conduct their teaching in the same way as the general school teachers. They use the textbooks in steps, starting from the textbook selection suited with the topic in the syllabus, asking the

students to look at the textbook page of discussion, focusing their discussion in the textbooks, asking the students to do the tasks taken from the textbook, and doing evaluation from the textbook although sometimes they arrange their own questions for the evaluation as a variation. During the observations, there is no any improvisation of the teaching implementation in using the textbooks. But in the questionnaire and interview data it is found that they sometimes conduct the improvisation in certain Islamic moments by discussing the Islamic-oriented topics taken from Islamic-oriented textbooks.

## **5.2 The Conclusions**

There are three main conclusions can be drawn from this research. First, the teachers' understanding on the school vision and missions do not effect in their teaching practice. The teachers or respondents teaching practice is affected by the target of the national examination rather than the stated school vision and missions. There should be responsibility of the teachers to paid attention to the school objectives of the vision and missions. Second, the textbooks used by the respondents are not relevance with the school vision and missions, specifically, in term of the achievement of the Islamic values. The textbooks that the teachers or respondents used contain general topics of discussions where there is no specific Islamic-oriented topic to be discussed. The teachers' opinions toward the textbooks they use are that they realize this irrelevance with the school vision and missions but they can do nothing because they have to achieve the target of the national exam score. So, it can be concluded that what the teachers do, in term of

the textbooks selection, is in contradiction with their belief on the important of the school vision and missions.

Third, the way the teachers or respondents select the textbooks is based on the current curriculum issued by the Ministry of National Education, precisely, it is based on the syllabus arranged together with the public school teachers in the area. The Islamic English teachers should select the textbooks used issued by the Ministry of Religious Affairs to ensure that the textbooks used are in accordance with the school vision and missions. Then, the way the teachers or respondents implement the teaching is almost do not influenced by the school vision and missions where they teach with few Islamic oriented topics just in certain Islamic moments, but, mostly they teach the general knowledge as the public school teachers do. For the present teaching, since they have selected the same textbooks with the public school teachers, they should elaborate the textbooks contents by replacing some topics changed with the Islamic-oriented ones in their teaching implementation. Furthermore, it would be better if the Madrasah Aliyah English teachers use the Islamic-oriented textbooks issued by the Ministry of Religious Affairs. It is to ensure that the textbooks used is in accordance with the school vision and missions.

### **5.3 The Suggestions**

This study has revealed some important points that have to be put more concerns of the English teachers at the Madrasah Aliyah, textbooks writers and publishers, the Ministry of Religious Affairs, and the Government as well.

For the English teachers at the Madrasah Aliyah, it is better for them to select the textbooks to be used whether the contents support the school vision and missions or not. In this case, they can use the Islamic oriented textbooks. The syllabus for Madrasah Aliyah should be arranged by the teachers themselves. If it is too hard to apply because of the National Examination Target, the teachers may adapt or collaborate the material contents of the textbooks used with the Islamic oriented ones.

For the books' writers, it will be better if they write the textbooks which have the Islamic terms, norms, and moral values and cope with the Islamic school vision and missions. The organization of those materials in the textbooks serves as guidelines in teaching English at Madrasah Aliyah.

For the textbooks publishers, it is important to produce more English Islamic textbooks as sources of the English teachers. When more Islamic textbooks are published, it will facilitate and help the English teachers to select the good textbooks for Madrasah Aliyah.

For the Ministry of Religious Affairs, The result of study should provide some valuable input for the department to state their own curriculum and determine their own competence-standard of the English achievement specially designed for the Madrasah Aliyah and conduct their own evaluation nationally.

For the Ministry of Education Affair, it is an obligation for the Ministry of Education Affair to have some observations or studies dealing with the approach that is going to be implemented. Some aspects need to be seen as the comparison before coming to decision.

For the books' writers, it will be better if they write the textbooks which are more attractive and related with the students' needs of enjoyable learning (not bored one) designed for the Islamic schools and the like.

#### **5.4 The Recommendations**

For further investigation, with more participants and longer time, quantitative research design might be taken into consideration. By quantitative research design the emphasis of the study can be specialized on the effect of the teachers' use of English textbooks at a Madrasah Aliyah related to the school vision and missions. This is recommended as the design can be used to make generalization on how textbooks used in English language learning properly. As well, the investigation can be carried out to reveal how the textbooks use work in line with the schools vision and missions and to get an optimal students' achievement in learning language.

For the next study, the researcher may also involve more aspects of textbooks use investigation. It is expected that the study can provide more comprehensive views into the optimal use of the English textbooks at school suited with the school vision and missions in EFL classroom learning, specifically, at a Madrasah Aliyah.