

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study investigates two English teachers' strategies in planning and preparing the instruction, in implementing the teaching and learning process, and in assessing students' achievement. From the results and discussions in the previous chapter, several conclusions can be drawn.

First, regarding planning and preparing the instruction, both teachers do the same stages such as they master the material, prepare for the activities, and prepare teaching aids to support the activities. However, in terms of implementation the teaching and learning process, the teachers have different ways and results. The results of the teaching and learning really depend on teachers' skill in classroom management.

Second, concerning the implementation of the teaching and learning process, both teachers use games as a teaching method for different purposes such as games only for fun and games as a vehicle for learning. In terms of games as a vehicle of learning, the games are relevant with topics given by the teachers. Therefore, the students can learn and memorize the material through playing.

Third, the teachers do not teach English in integrative ways. In this school, the teachers have not put speaking English into the skills; meanwhile, the opportunity to use other skills such as listening, writing, and reading is not sufficient. The teaching of English in the classroom is still dominated by the using of Indonesian language. The data shows that the teaching and learning of English in terms of integrative skills does not happen in the classroom. The teaching and learning of English in the school is still in terms of grammar.

Fourth, time management in this school has become a problematic factor for the teachers. The class always starts late because of non academic activities (for example, students' preparation and clean up after dhuha or dhuhur prayer). The time problem can inflict a loss upon the teachers. Therefore, the school has to facilitate the teachers in preparing a condition that is conducive to conduct a smooth and effective teaching and learning process.

Fifth, regarding the rules in the classroom, the teachers need to make rules explicit to the students about what to do and not to do. The rules are informed to the students and agreed by all students. Otherwise, the teachers will have a difficult time to handle the class. By doing this, the students will also learn to be responsible to whatever they do.

Sixth, regarding the teacher's strategy in assessing students' achievement, both teachers have different ways to evaluate their students. One of the teachers conducts remedial teaching if he observes the students still do not understand to what he has explained. The remedial teaching is conducted in a narrow sense in the form of re-teaching. Therefore, through this activity, it seems that the teacher can help the students to promote their comprehension toward the material.

5.2. Suggestions

From the conclusions above, there are some suggestions which are noted:

For the next study, it will be better if the study can be conducted with longer time in order to give contribution in another context. This study is conducted in a private school with good facilities, and the students who study there come from middle high economic background. Therefore, for the next study, it will be better if it is conducted in a public school so that we can see the difference between those schools. It also can include more teachers and students in many contexts. The prospect researcher can consider to do the research not only observe the strategy but also facilities, material, etc.

Regarding the material selection, the teachers also have to be selective in choosing the material from every aspect in a curriculum. Therefore, when

selecting appropriate learning materials, the teachers have to consider how far the topics are stated in the syllabus can fulfill the students' need because the students' interest in learning will grow if the material meets the needs. Besides that, the school needs to make a strict regulation about the time schedule so that, the class can start and end on time. If the class can start on time, the teacher can maximize the time and produce an optimum students' achievement.

