

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter delineates the conclusions and suggestions of this research. The conclusions are formulated from the research questions, and the suggestions present the recommendation for the English teacher and the further research.

#### **5.1 Conclusions**

This study focused on portraying teaching techniques used by two English teachers in one of public Junior High Schools in Bandung and students' responses towards the techniques.

This study showed that the various techniques are used by teacher A and teacher B for conducting some activities on each stage. However, not all stages had been conducted by both of them. Teacher A only conducted the Modeling of Text and Joints Construction and teacher B conducted all stages except the individual constructions stage.

At Building Knowledge of Field stage, only teacher B did some activities. For doing those activities, teacher B used Brainstorming, Teacher's Silence, Question and Answer, and Getting Students' to Self Correction. However, the students' responses towards those techniques were negative. Students did not

understand about the topic since the Building Knowledge of Field was conducted in only one meeting.

In contrast, both of teachers did some activities at Modeling of Text stage. Teacher A used the presentation, and question and answer technique, and teacher B used Content Explanation, Identification and Copying technique. However, the students of teacher B responded it negatively, whereas students of teacher A responded it positively.

In the joint constructions stage, both of them also did some activities. For conducting those activities, Teacher employed the second alternative ways, whereas teacher B employed the first alternative ways. In the second alternative ways, teacher A used Picture Story Strip, Story Telling and Warp Up techniques. Moreover, those technique gained more positive response from students (80%). Differ with teacher A, teacher B used Shared Writing and Getting students' to Self Corrections. However, those technique gained negative response from students (93%).

However, in the last stage, both of them did not do some activities. Both of them assumed that this stage was not important. They have the reason for this case. Teacher A thought that she could take a score of the students from the joint construction, and teacher B thought that for checking the students' writing skills

could not only be seen from their individual works but also from their participation in the class

## **5.2 Suggestions**

Several suggestions are given for some elements which are English Teacher and Further research. For English teacher, in the beginning of teaching genre, teacher should build knowledge of the topic through giving them the vocabularies or expressions that were usually used on the topic, giving some texts (based on the topic) and add more meetings for building students' background knowledge until they have enough the background knowledge about the topic. Besides, teacher should use other techniques for teaching recount text for making student interested in.

Finally, further research may want to focus on benefit and challenges which are faced by teacher in using those techniques and analyze the students' writing recount text since this study only focused on the techniques used the teacher and students' responses towards the techniques.