

5. And the last, the results have not yet reached the detailed analysis and evaluation only up to the description stage, therefore it is necessary to do further research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

The findings regarding with the evaluation of English learning program in Muhammadiyah Junior High Schools Yogyakarta that are consist of Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta are concluded as below:

1. The context aspect which is consist of school policy categorized as good. School policy in Muhammadiyah Junior High Schools Yogyakarta is fully support towards English learning program. This can be seen from various effort from the school by providing various programs outside of class hours related to improving English language skills which of course it will also support the English learning program itself.
2. The input aspect which is consist of lesson plan, learning media, English teacher, student, facilities and infrastructures, and environment considered as good. The lesson plans that were compiled by the teachers were already in accordance with the established standards. In learning media aspect, the teachers in Muhammadiyah Junior High Schools Yogyakarta are less varied in using and utilizing learning media. The teachers are already skilled and accustomed to preparing lesson plans. The teachers have routinely attended training.
3. The process aspect which is consist of pre-activity, main activity, and post activity in Muhammadiyah Junior High Schools Yogyakarta categorized as fair. There are several things that should be improved by the teachers. The active role of students in classroom is also very much needed.
4. The product aspect which is consist of the result of students score on mid-test of the first semester in Muhammadiyah Junior High Schools Yogyakarta grade seventh and grade eighth considered as fair.

B. Implications

This evaluation research provide the illustration that the preparation and the implementation of English learning in Muhammadiyah Junior High Schools Yogyakarta in common is categorized as good but even so the teachers have the obligation to improve their quality and performance. The implication is that the teachers must be more innovative and creative in using techniques, methods, learning approaches, improving classroom management, and maximize the use of learning media to the fullest, as creative as possible.

The result of this evaluation research is expected to be used as a basis for improving English language learning programs in both Muhammadiyah Junior High Schools Yogyakarta and other schools.

C. Suggestions and Recommendations

Based on the discussions, conclusions, and implications of this evaluation research, here are some recommendations from the researcher in order to improve the English learning program in Muhammadiyah Junior High Schools Yogyakarta.

1. For School Principals

- a. The school is expected to give more attention to continuously improve the ability of the teachers through various intensive training. Especially the training of English for the teachers who teach in bilingual classes.
- b. The school is expected to give more intensive assistance to the quality of learning in the class.
- c. The schools is expected to reorganize, to fix, and to complete the facilities and infrastructures as a support of English learning in the school, especially for language laboratory which is really needed by student in learning language especially English. The school also expected to provide various learning media which is really needed by the teacher in delivering the lesson in more effective way.

2. For English Teachers

- a. The English teachers are expected to give attention to all students, not only those who already comprehend the lesson but also give a room for those who left behind;
- b. The English teachers are expected to give various way of teaching to prevent the students for being bored during the lesson, for example to give games, watching English movies, etc;
- c. The English teachers are expected to use more various learning media;
- d. The English teachers are expected to give more experience and to invite students to actively use practical English in the class, of course according to portion
- e. The English teachers are expected to moving around the class, and did not just stay in one spot to give more control to the whole class;
- f. The English teachers are expected to give motivation to their students.

3. For Students

- a. Students are expected to gain their motivation in leaning English. Do not ever think that English is hard but try to practice and learn more and more.
- b. Students are expected to pay more attention and focus in learning English in the class.
- c. Students are expected to be more positive thinking and believe with their own ability and potential and does not easily to give up to learn English.
- d. Students are expected to be more confident and diligently in practicing English in order to increase the English skill and ability.
- e. Students are expected to be more respect to all elderly especially the teachers, principal, and all school's staffs.