

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents a summary as well as implications of the findings concerning the research questions of this study. In addition, it is also presented the limitations of the study and suggestions for any future studies in the similar field of this research study.

A. Conclusions

With regard to the research findings, several conclusions are drawn in the following section. As it was stated in Chapter 1, the objective of this study is to find out and describe how teachers at SMP N 4 Pakem do the process of English teaching divided in three major stages including the process of lesson planning, lesson delivery, and students' achievement assessment. As has been presented in the previous sections, this study mainly discussed about the teachers' strategies to prepare the lesson plan, to deliver lesson, and to assess students' achievement. The summary of the findings is explained below.

From the results, it can be concluded that the process of lesson planning is not a simple thing. There are many aspects that are necessary to be considered and performed even before the lesson plan is designed. This is due to the demand of the curriculum and the condition and situation of the school.

However, the findings of this study indicate that teachers at this school manifesting some unique characteristics to implement Curriculum 2013 in lesson planning that are different from other teachers in other schools. It seems that the

teachers try to really take into consideration Curriculum 2013 and follow the rules to create a lesson which is appropriate for the students based on the curriculum. In short, the teachers do maximum efforts to meet the demand of the curriculum to design a lesson plan. It is indicated by the emergence of self-designed annual and semester programs as well as self-designed lesson plans. Besides, there are also self-designed learning materials and assessment instruments which are all created by the teachers. Additionally, another unique notion is that the teachers include a great variety of lesson plan components in the lesson plan. This is indicated by the availability of various learning tools and media, learning sources, learning methods and techniques. This notion shows that the teachers really try to maximize to fulfill the demand of both the curriculum and the students' needs.

From the numbers of strategies in the lesson delivery, it can be drawn several conclusions showing uniqueness of lesson delivery performed by the teachers. First of all, it seems that the teachers obviously always do the finest actions in all stages of lesson delivery. It is indicated by the strategies performed by the teachers in managing the classroom. Besides, requiring to use English in the classroom and figuring various roles appear as typical strategies that might not be applied by other teachers in different schools. Further, it seems that the teachers at this school also attempt to self-enhance to improve the way they deliver the lesson. In addition to the mentioned notions, the teachers really follow what has been planned in the lesson plan. This is showed by how the teachers really stick up with the lesson plan. This might be good because a well-prepared lesson plan

will result in a good process. However, being too constricted with the plan is sometimes hazardous especially when the situation is unconditional and different.

In regard with students' achievement assessment, there have been mentioned several strategies conducted by the teachers. At some points, it can be specified the unique ones are shown by the variety of assessment methods and techniques. Thus, the teachers combine various types of assessment to gather any information about students' achievement. Besides, other unique characteristics are drawn by the availability of authentic assessment as well as the integration of technology in the process of assessment. In addition to the notions, the teachers are also very careful in designing the assessment program. This can be seen from the results that the teachers always design the assessment program at the very beginning of a lesson. The process of designing the assessment program is in line with the process of lesson planning. Thus, the teachers are in attempts to prepare this program very maximal. Besides, the use of variety techniques denotes to try gathering all information from the students' achievement through appropriate ways.

B. Implications of The Findings

Given the conclusions of the findings of this study, some of implications are worth to be presented forward as follows.

Firstly, referring to Curriculum 2013 to conduct the process of English teaching might be complicated but actually very helpful for teachers to design and perform the process of English teaching and learning. By really following what has been mandated by the curriculum and understanding what is written in the

regulation, teachers might not be in difficulties to design and implement the actual and proper procedure in teaching. However, there is a tendency not to simply follow the curriculum as this is done only to meet the teaching criteria as standard. Teachers need to do more strategies and to have more references to provide a more qualified teaching process for students who are regarded having higher learning expectations.

Secondly, considering many aspects before and while designing lesson plans including important documents, students' characteristics, and the characteristics of materials results in a more well-prepared and more suitable lesson from which the process of teaching and learning is departed. To consider any considerable aspects for lesson planning gives a positive impact on the determination of the aspects that might be included in lesson plans and the selection of lesson plans components. More appropriate and qualified lesson plans are then designed as the result of deep consideration and thorough process of lesson planning.

Thirdly, a good implementation of lesson within lesson delivery is the result of a very well-prepared lesson plan. What is performed through classroom session is truly what has been already planned in the lesson plan. Therefore, a lesson plan plays an important role in determining how the process of teaching and learning will be conducted.

Fourth, a great number of strategies are helpful to do within the process of English teaching to maximize the process. Having some of key strategies applied within the English teaching process truly improves the quality of the English

teaching and learning. This gives a big impact on how students perceive learning and achieve the objectives of learning.

Fifth, both diversity and variety play a very significant role in creating a more qualified teaching and learning process. The diversity and variety occur in the components of lesson plans including the learning materials, learning methods and techniques, learning tools and media, learning sources, and techniques of assessment can accommodate students to get more varied experience in learning. This also creates an environment in which all students having different characteristics feel deserved and accommodated in learning. Therefore, all students can take benefits of teaching and maximize their own process of learning.

C. Limitations of the Study

The focus of this study is to describe the process of English teaching performed by teachers at SMP N 4 Pakem covering the ways how they plan the lesson, deliver the lesson and assess the students' achievement. Therefore, a comprehensive view taken from interviews, observations and documents is needed. However, due to some reasons the research was limited concerning the data. This resulted in very inadequate data gathered from the all the techniques of collecting data conducted by the researcher including in the interviews, the observations as well as the documents.

The first limitation is that the interviews were only done in very limited time. Thus, detailed information could not be gathered in such a way. It is impossible for the researcher to elaborate more questions in that very limited time. Another limitation occurs in regard with the observation technique. Due to some

circumstances, this research was also limited to observe only two classes from one grade that means the researcher only got information from one English teacher rather than three. Whereas, there might be more variety if the research is expanded to get information from the process of teaching performed by the other English teachers. In addition, the observation was only permitted to be done eight times which only covered one basic competence or one lesson plan. Therefore, the observation only benefitted to confirm one lesson plan and a few of information gathered from the interviews.

Furthermore, the other limitations is regarding the use of very limited documents especially the documents created by the teachers. Because of some condition, the researcher was only allowed to get one lesson plan from one teacher. Yet, the other kinds of documents were only allowed to be observed and analyzed inside class. Therefore, the researcher could not attach more evidences to strengthen the data of this research.

In addition to the limitations given above, this research also has weaknesses about which any further research needs to be conducted. The first blind spot which is out of the researcher's view is about the existence of the students which is very essential in the process of teaching. The students should be involved in this research because they have important role in it. Therefore, data from the students should be gathered to help determine whether the process of English teaching performed by the teachers already meet the goals of communicative competence carried on by the curriculum itself. The process of teaching English is designed to manifest the realization of language production performed by the students.

Therefore, not only the teachers but also the students should be taken into consideration to discover a comprehensive view about the process of English teaching itself.

The second weakness is due to neglecting the importance of graduate competence standard/*Standar Kompetensi Lulusan* (SKL). Referring to SKL is necessary to determine whether the process of teaching is satisfactory or not. However, this research is so lack of discussion about this standard that the definition as well as the conclusion about the process is still bias and unclear.

D. Suggestions for Teachers and Further Research Studies

Based on the conclusions, the implications as well as the limitations of the findings of the study, some suggestions are beneficial to be explained in the following. The first part of the suggestion is given for the English teachers to provide a better English teaching process, especially teachers in junior high schools. The second part is intended for other researches who will conduct similar research.

1. English teachers

To provide a more interesting and fun teaching is not easy to do. However, students at junior high school are regarded as children or teenagers who still need interesting and fun ways of teaching without erasing the essence of teaching paradigm mandated by the government. Given this issue, there should be more activities which are fun for students instead of just doing and completing learning through worksheets. Worksheets might be good for

providing enough input for students to learn but this could not be the center of learning.

Additionally, it is suggested also for the English teachers to improve the way of teaching. It is better for the teachers to develop teaching techniques that make the lesson more interesting to motivate the students with still following what has been mandated by the curriculum.

2. Other Researchers

The findings that appeared in this study are hoped to give informative input for other researchers who need to conduct further studies. Due to the type of this study which is a case study and it is limited to a single case and a specific course; other studies need to be conducted in a wider scope in order to examine the English teaching process. Therefore, it is highly recommended for other researchers to conduct a combination of qualitative and quantitative approach to provide a comprehensive description of the English process of teaching at junior high school. Since this study is focused only for the English teaching process in general, it is suggested for the other researchers to probe deeper in more specific aspects of English teaching and learning that involve the students as well. For instances, given that this study is only focused on teachers' way in conducting teaching process, a study involving a wider perspective from students or other parties in education need to be conducted to expand knowledge about English teaching and learning process in a more comprehensive way.