

## CHAPTER V

### CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION

This is the last chapter after the writer analyzed the data, the writer draw the conclusion based on the result of the research in the teaching learning process. The writer also gives some suggestions for the teachers and the researchers dealing with teaching-learning process in English class.

#### A. Conclusion

Based on the research result and finding, the conclusions about instructional design in the teaching of English at SMP N 3 Sawit, Boyolali are as follows:

##### 1. Learning Objective

SMP N 3 Sawit, Boyolali has two learning objectives in the teaching English, namely general learning objective and specific learning objective. The general objective is based on *KTSP* 2006 and the specific objectives are based on syllabus and lesson plan of teaching English for seventh grade.

The general learning objective of the teaching English at SMP N 3 Sawit, Boyolali is to develop the ability to communicate in English both in spoken and written form to deal with the development of science and technology in facing the globalization era.

In specific learning objective which is based on syllabus and lesson plan. Specific objectives can be differentiated for each language skill; there are speaking, listening, reading and writing. The specific learning objective in the teaching English class at seventh grade in SMP N 3 Sawit, Boyolali are difference in each skill based on the kinds of text, as follows: transactional text, interpersonal text and monologue text. Each text has specific objectives in each skill.

In transactional text, there are specific objectives for each skill : a) in speaking skill, the students are able to ask and answer about various things related to the material; b) in listening skill, the students are able to listen the conversations related to the material; c) in reading, the students are able to read some examples

the conversations related to the material; d) in writing skill, the students are able to construct the written conversation related to the material.

In interpersonal text, there are specific objectives for each skill : a) in speaking skill, the students are able to repeat expressions used in conversations related to the material; b) in listening skill, the students are able to listen the conversations related to the material; c) in reading skill, the students are able to read some examples the conversations related to the material; d) in writing skill, the students are able to construct the written conversation related to the material.

In monologue text, there are specific objectives for each skill : a) in speaking skill, the students are able to answer questions about the content of descriptive/procedure texts or related to the material; b) in listening skill, the students are able to listen the model of monologue text of descriptive/procedures or related to the material; c) in reading skill, the students are able to read aloud individually about descriptive/procedure text or related to the material correctly; d) in writing skill, the students are able to write descriptive/procedure texts or related to the material correctly.

Based on the statement above, the writer can concludes that at SMP N 3 Sawit there are two kinds of learning objective. They are general learning objective and specific learning objective.

## 2. Classroom Procedures

Classroom procedures of the teaching English divided into three steps namely exploration, elaboration and confirmation (EEC). The procedure is based on Indonesian version of the 2006 curriculum's model in Ministry Regulation No. 19 of 2005. In the teaching learning process always used this stage in order to make the students understand what the material that learned in one meeting.

The strength of this procedure is in exploration because the teacher can make the students more active in the classroom with different activities. The teachers also always give evaluation and conclusion in the last meeting.

## 3. Classroom Techniques

The teachers at SMP N 3 Sawit, Boyolali used the same techniques in the classroom. In exploration stage the teachers used some techniques, such as

instructor-initiated question or probes, oral repetition and advances organizer. In elaboration stage the teachers used some techniques, such as role playing, answering question and discussing a topic or question. While, in confirmation stage the teachers used some techniques, there are peer-editing and instructor's feedback.

The strength of the classroom techniques is the teachers used more than one technique in the teaching learning process. It makes teaching learning process more variation and makes students more active in the classroom. But, in the classroom sometimes some students not following the instruction of the teacher and make noisy in the classroom.

#### 4. The Roles of Instructional Material

The material used by the teachers at SMP N 3 Sawit, Boyolali was generally taken from some sources based on syllabus. The teacher take printed material from textbook, such as "English in Focus for Grade VII Junior High School (SMP/MTs) 2008, and Real Time 2007 from Erlangga." The teachers also take the material from internet for example in [www.belajarbahasainggris.us](http://www.belajarbahasainggris.us) and [2.bp.blogspot.com](http://2.bp.blogspot.com). Internet is one of material that comprises both of printed and unprinted sources.

The strength of instructional material at SMP N 3 Sawit, Boyolali is the teachers used many resources to get materials for teach the students in the classroom. The weakness of instructional material in this school is the teachers very often use the same textbook to teach in the classroom in each meeting.

#### 5. Teacher's Roles

The teacher has complete role in the teaching learning process at SMP N 3 Sawit, Boyolali. Teacher's role in the teaching learning process are teacher as controller, as organizer, as assessor, as prompter, as participant, as resource, as tutor, and as observer. The strength of teacher's role is the teacher makes the teaching learning process more effectively in the classroom. The weakness of teacher's role is the teacher rarely used English language in the classroom when teach, so the students are rarely listen and use English language in the teaching learning process.

## 6. Student's Roles

The student's role in the teaching learning process at SMP N 3 Sawit, Boyolali are the learner is monitor and evaluator of their own progress, learner is a member of a group and learns by interacting with others, and also learner learns from the teacher, from other students and other teaching sources. The strength of learner's role is the students more creative and active in the classroom because the teacher lets them to discuss the material with their friends in a group, the teacher attempts to make them to be more independent students.

## 7. Roles of the Media

The media in the teaching English class are pictures and images, board and video. Picture, images and board as a visual media whereas video as an audio visual media in the teaching-learning process at SMP N 3 Sawit, Boyolali. The strength of media that used in the teaching-learning process is the teachers used some media that makes teaching English class more attractive and interest.

## 8. Evaluation Model

The evaluation is conducted daily examination, mid test and final test. The teacher gives the students daily examination which is conducted in last material, and it is done in order to know the students' progress in each skill. The teachers more often give evaluation ask students to completing a passage and rarely to give evaluation for students to make a text, for example descriptive text.

From the statement above, the writer can conclude that the teaching learning process of English at SMP N 3 Sawit Boyolali is effective. The students can increase their ability. The teachers always give students new vocabulary in every meeting and write a sentence.

## **B. Pedagogical Implication**

Based on the previous conclusion above, it can be taken the implication of instructional design in the teaching English class at SMP N 3 Sawit, Boyolali.

The writer gives description of instructional design in the teaching English at SMP N 3 Sawit, Boyolali. The preparation of the teacher before lesson is an important thing every meeting. Having a plan and well prepared materials are

essential to a successful lesson for teacher and students. Teacher should be ready for everything before they teach in the classroom, there is some important things that the teacher must do, such as pay close attention and understanding the content of syllabus which based on curriculum, understanding and reading again the lesson plan and the learning objective in order to the teaching learning process same as procedure, making classroom activities are attractive and interest, preparing the method and technique that suitable with the students level and material that will be taught, knowing exactly what materials and in what order he/ she will give the lesson or material. Beside that, the teachers should prepares and checks media that be used in the teaching learning process in English class.

The teachers very often make same activities in a classroom procedure for students, such as asks the students to answering questions, oral repetition, discussion or fill in the blanks on the text. The teacher can make varieties activities such as teacher give some vocabularies and then students write a sentence based on the vocabulary or the teacher ask the students to make a descriptive text about their bedroom, and others.

The result of this research is to suggest for the teacher that instructional design in the teaching learning process is very important. So, the teacher should pay attention and prepare each component of instructional design, such as the learning objective, classroom procedures, classroom techniques, the role of instructional material, teacher's role, student's role, roles of media and evaluation model.

### **C. Suggestion**

After analyzing the data, the writer also gives some suggestions for the teaching of English class to the first year at SMP N 3 Sawit, Boyolali. Based on the result of observation and interview that concerns in the teaching learning process in English class, the writer gives some suggestions as follows:

#### **1. For the Teachers**

Based on the finding of observation and interview at SMP N 3 Sawit, Boyolali the writer sees in the teaching learning process, the teacher still have many constraints, such as the teachers are often use the same model instructional

material to teach in the classroom, the teacher rarely used English language so the students are rarely too listen and use English language in the teaching learning process. Beside that, the students sometimes noisy in the classroom and many students do not write the task or exercises from the teacher.

From the constraints, the writer suggests to the teacher should change more various materials for the students with different topic and style in learning, using native language more in teaching English class in order that the students get used listen the teachers' explanation in English and understanding English well. Teachers should can manage and controls classroom condition more when teacher give exercises.

## 2. For other Researcher

In recent study, the researcher limits this study in the instructional design in the teaching English class at SMP N 3 Sawit, Boyolali that included some components, such as learning objective, classroom procedures, classroom techniques, the role of instructional material, teachers' role, students' role and the role of media. The writer suggests to the next researcher can make research dealing with an instructional design with all of the components in English course or English Department University but not only focus on one skill, for example in writing skill but in four skills there are speaking, listening, reading and writing. And also the next researchers are expected to extend this research, so the reader will have better and deeper understanding related to the study.