

## **CHAPTER V**

### **CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION**

In this chapter, the writer draws conclusion based on the result of the research in SMP Negeri 1 Gemolong about the implementation of inquiry-based learning in teaching English in 2015/2016 academic year. The researcher also gives pedagogical implication and some suggestion for the teachers and the next researcher dealing with English teaching learning process.

#### **A. Conclusion**

Based on the research result of the implementation of inquiry-based learning in teaching English at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year, the researcher draws conclusion as follows.

##### **1. Learning Objectives**

There are two learning objectives in teaching learning process of English at SMP Negeri 1 Gemolong, namely; general learning objective and specific learning objective. The learning objectives of teaching English are appropriate with Curriculum KTSP 2006.

##### **2. Classroom Procedures**

Classroom procedure of teaching learning English at the eighth grade of SMP Negeri 1 Gemolong divided into three phases, namely pre-teaching, while-teaching, and post-teaching. Pre-teaching was opening the lesson by the teacher. Then, in while-teaching phase the teacher used Exploration, Elaboration, and Confirmation (EEK). The last, post-teaching was closing phase.

##### **3. Classroom Techniques**

The classroom techniques used in teaching learning English at the eighth grade of SMP Negeri 1 Gemolong were divided into every step in classroom procedure. In exploration used identifying key words and reading text. In elaboration used discussion, role playing, comprehension, and crazy story games. In

confirmation, the teacher provides positive feedback and gives motivation to the students.

#### 4. The Role of Instructional Materials

The role of instructional materials in teaching learning English at the eighth grade of SMP Negeri 1 Gemolong are as a reference source for learners on grammar, vocabulary, pronunciation, and as a source of stimulation and ideas for classroom activities.

#### 5. Teacher's Role

The roles of teacher English teaching process at the eighth grade of SMP Negeri 1 Gemolong are as facilitator, as manager, as explainer, and as motivator.

#### 6. Students' Role

The students of the eighth grade in SMP Negeri 1 Gemolong have some role in English teaching learning process, they are; students learn from teacher, students learn from other students, students as subject of learning, and students as performer.

#### 7. Media

The teacher used some media in teaching learning process at the eighth grade of SMP Negeri 1 Gemolong to support students in learning English. The media used by the teacher are video, board, drama, and text.

#### 8. Type of Assessment

The type of assessment used test and non-test. The test divided into daily test, mid test, and final test. Daily examination hold by the teacher after finishing the materials in every chapter. Mid test hold in every mid semester by all of students in SMP Negeri 1 Gemolong. Final test hold at the end of semester in every semester for all of students in SMP Negeri 1 Gemolong. The non-test assessment divided into every skill.

Based on the observation and interview, the researcher draws conclusion that the implementation of inquiry-based learning in teaching English at class 8D and 8E of SMP Negeri 1 Gemolong in 2015/2016 academic year, the teacher has good enough and fully appropriate with the notion of inquiry-based learning in teaching learning process. Most of the students in class 8D still need teacher's guide to do the

activities. It just some students who participated actively. Meanwhile, in class 8E most of the students participate actively in teaching learning process. It just some students who still need guiding from the teacher to do the activities.

## **B. Pedagogical Implication**

The researcher get more knowledge about inquiry-based learning in teaching English after doing this research. Studying of inquiry-based learning is not only for the researcher but also for the learners and teacher. The researcher tries to give some pedagogical implication of inquiry-based learning. There are two pedagogical implication in doing inquiry-based learning analysis, namely; the importance of understanding active teaching learning and the importance of understanding students' characteristic.

### **1. The Importance of Understanding Active Teaching Learning**

Active learning is the way in teaching learning in class. The teacher as facilitator helps the students to develop their competency in teaching learning process. The teacher takes a little control in the class, so the students can discuss with other students. By active learning the students can express their ideas and opinion during teaching learning process. They can share their knowledge each other. This method is effective to make the students understanding the materials longer. The teacher may ask the students to make a group to discuss the materials.

### **2. The Importance of Understanding the Students' Characteristic**

Every student has his/her own characteristic. By understanding students' characteristic, teacher can apply various techniques in teaching learning process that appropriate with the students' characteristic. The teacher can compose the component of teaching learning that appropriate with the students, choose the best media that will be used, and know what the students need. By knowing the students characteristics, the teacher can choose method in teaching learning process to improve the students' ability.

### **C. Suggestion**

After analyzing the data, the researcher gives suggestion dealing with the implementation of inquiry-based learning in teaching English at the eighth grade of SMP Negeri 1 Gemolong in 2015/2016 academic year. The researcher gives some suggestion for the teacher and for the next researcher.

#### **1. For the teacher**

The teacher has important role to guide the students in teaching learning process. The teacher as manager during teaching learning process in class must manage the whole class activities appropriate with the limitation of the time. The researcher found that sometimes the teacher did not use the time effectively and also some students not participated actively, they still need teacher's guide to do the activity. Based on the research findings, the researcher gives suggestion as follows.

- a. Teacher should manage the use of time in teaching learning process effectively.
- b. Teacher should be more motivate students who are not participate actively in teaching learning process.

#### **2. For the next researcher**

The researcher was done the research about the implementation of inquiry-based learning in teaching English at SMP Negeri 1 Gemolong in 2015/2016 academic year. This research requires much information about inquiry-based learning from different perspective. The different information in this research may give inspiration to the other researcher who will take a research about inquiry-based learning and to develop knowledge about English. The other researcher can improve their ability to investigate about inquiry-based learning, especially in teaching English.