

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion drawn is that the learning indicators written by the teacher have not fulfilled the characteristics of appropriate indicators issued by BSNP and that development in some aspects should be made, such as the varieties of indicators and also the way to write the indicators in order to avoid too general indicators. The 17 indicators previously written by the teacher were then developed into 91 indicators based on the characteristics of appropriate indicators issued by BSNP as well as theories from experts and by using the ABCD method. These indicators were then validated by two validators and were concluded as valid indicators with no significant revisions.

B. Suggestions

In relation to the conclusion, suggestions are staged as the following:

1. For English teachers and other teachers

Teachers should realize that indicators are actually one of the most important elements in teaching-learning process, since through indicators will the teachers, students, principal and other stake holders know what materials and activities will be done and what competencies should be achieved by the students. Although writing a

detail indicator may need much time, but specific indicators will be much helpful in preparing the class as well as assessing the students. Teachers should not just copy indicators from other sources without at least adopting and adapting them with the students' ability.

2. For school principals and supervisors

Principals and supervisors have roles in helping the teachers to improve their ways of preparing and taking control of their classes, including in arranging lesson plans. It would be better if principals and supervisors help the teachers by monitoring their teaching tools and asking whether any problem occurred while preparing anything related to the teaching process. That way, teachers will also feel respected and helped.

3. For other researchers

Researches which concern with curriculum elements such as lesson plans, learning indicators and other elements are still deficient, especially in Medan. Hopefully this research could inspire other researchers in conducting researches related with the curriculum to indirectly help spreading the knowledge of how important to write appropriate teaching tools such as syllabus, learning indicators and lesson plans is.