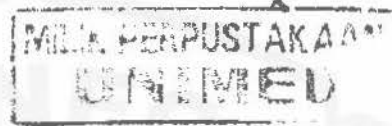


CHAPTER V

CONCLUSION AND SUGGESTION



5.1 Conclusions

From the above data analysis and research findings, it is seen that the implementation of CBC in teaching English at SMP Negeri 5 Rengat Kabupaten Indragiri Hulu is not fully applied yet. There are some aspects that the teacher could not implement the CBC in accordance with the theories suggested because of some reasons. On the other hand, the teacher has implemented some aspects in CBC particularly in teaching and learning process.

1. The teacher does not design the syllabus, scenario of learning (*Rencana Pembelajaran*) well that she should have prepared before she is going to teach. In other words, the teacher does not implement the teaching administration well because of some reasons. For examples: syllabus that the teacher or a group of teacher has to design, in fact she follows or takes parts of the syllabus prepared by the central government. Then, the training is not continued at kabupaten level after some teachers got training in provincial level as the Director of Secondary School suggests it (Mei, 2004).
2. The teaching and learning process has also referred to the goal of teaching language in CBC: the achievement of communicative competence. In order to go to this goal, the teacher has helped the students by discussing the linguistic competence and teaching language skills.

3. In teaching and learning process, the teacher has also implemented the stages of teaching in CBC such as: Building Knowledge of Field (BKF), Modelling of Text (MT), Join Construction of Text (JCT), and Independent Join construction of Text (ICT). At the beginning of the academic year, the teacher emphasizes more on BKF stage in order to build the students knowledge and self-confidence as well. Then MOT, JCT, ICT respectively so that at the end the students can produce their own texts.
4. In comparison to the 1994 curriculum, the language teaching trough CBC is described as follow.

No	Teaching aspects	CBC Curriculum	1994 Curriculum
1.	Adminicstration	Stress on designing syllabus and scenario of learning	Designing <i>PSP</i> and <i>RP</i> sets
2.	Teaching and learning		
	A. Competence	Stress on communi-cative competence	Language componets and language skills by stressing on readings
	B. Method and approach	Flexible, CTL	Flexible, CA

5.2 Suggestions

Based on the above conclusions the researcher would like to suggest:

- a. It is suggested that the teacher to design syllabus and scenario of learning well so that she can easily handle the class in teaching and learning process. In order to do this, the teacher must have enough training or workshop. Therefore it is a must for the government (Educational Department) to carry out such program or at least to activate *MGMP* in kabupaten level. Then the school principle should support his teacher to engage in that program.
- b. Though teaching and learning process through CBC is already implemented, it is suggested for the teacher to be creative in order to improve the classroom process.
- c. In order to help the teacher solving the problem he/she faces, it is suggested to the supervisor particularly subject or lesson supervisor to guide and give advice concerning strategies, media to be used, etc.