

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusions

From the results of her observation, the researcher draws some conclusions such as:

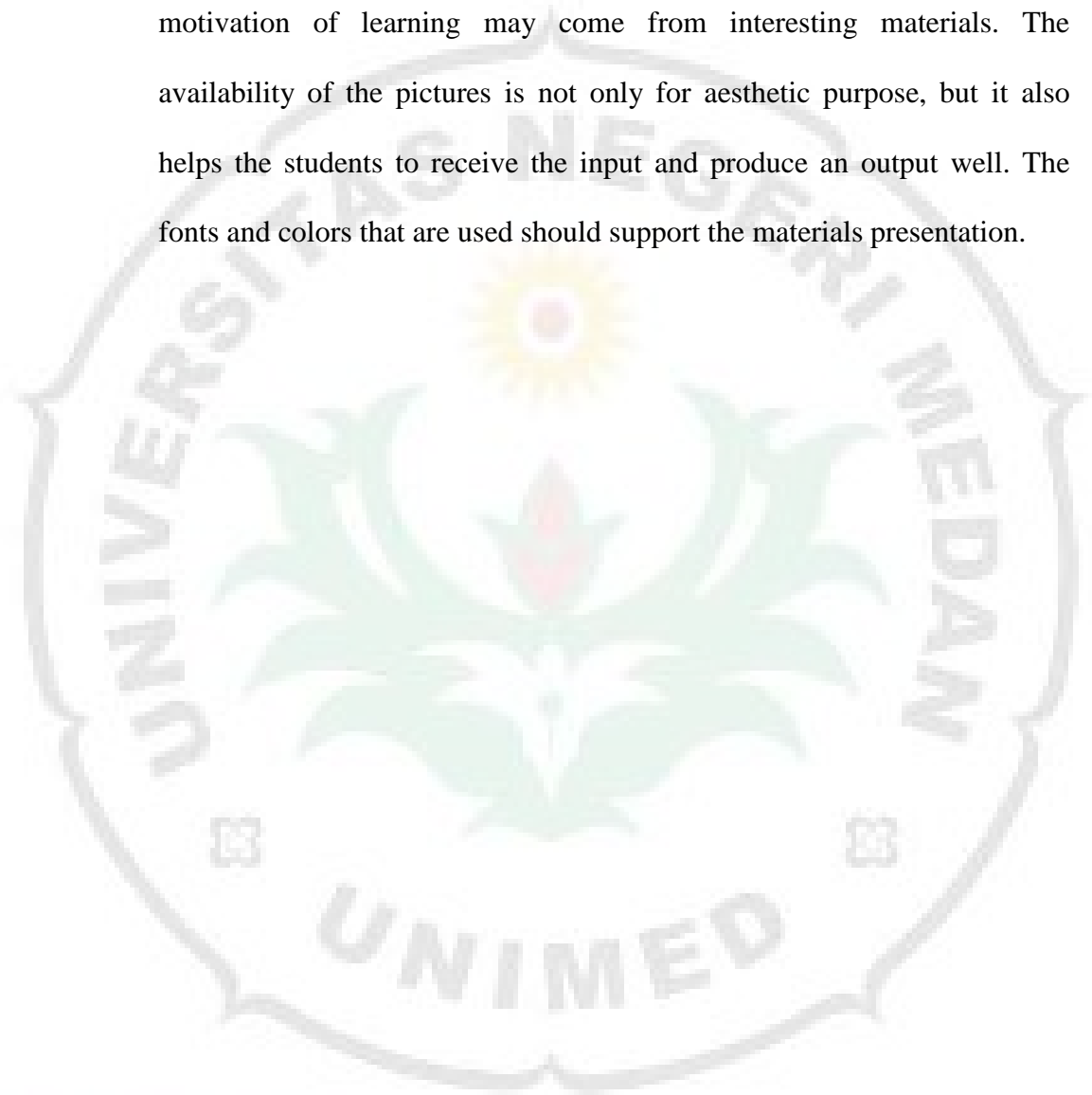
In the teaching-learning process the teacher should prepare before conducting the lesson. The first is classroom procedures in teaching-learning process. Classroom procedures used by English teacher are opening, quickwriting, main activities (exploration-elaboration-confirmation), closing. Using some techniques in teaching writing is to help the teacher convey the materials when teaching-learning process. The teacher should use several techniques in teaching writing process. The consequently, the teacher should use effective technique based on classroom's condition to make the students more active in teaching writing especially writing descriptive text. So, the teacher should have update their knowledge about technique to use in the writing class in order to make the students more interesting to learn writing especially writing descriptive text. There are some problems faced in the teaching-learning process. The problems faced are problem in developing idea, organizing idea, difficulties in vocabulary, tenses, and grammar, different capability of the students, and limited time. The consequently, the teacher should give solutions to cope the problems faced in teaching-learning process. So, the teacher should be creative to minimize the problem faced in teaching-learning process in order to make the students enjoy with the materials and develop student's ability.

B. Suggestion

The result of this research is expected to be beneficial for the English teacher in Vocational High Schools and other materials developers.

1. The first suggestion is related to the input of the materials. Based on the results of the needs analysis, it is suggested to provide texts that contain current relevant vocabulary. The texts can be adopted or adapted from many sources. It is also suggested to insert some pictures for the need of materials' presentation. The pictures may help the students to acquire the materials well and motivate students in the learning process.
2. The second suggestion is about the learning activity. The results of the needs analysis show that the activities that the students want are various. It is suggested to provide relevant activities for each skill. The activities for the spoken section (listening & speaking) should be different from the activities for the written section (reading & writing). The spoken activities could be identifying detail information of a text or having a role-play, while answering comprehension questions based on the text given and completing blanks in incomplete texts could be put in the written section.
3. The third suggestion is concerned about the learners' role and teacher's role. The teaching and learning process can run well with the roles of both teacher and learner. From the results of the needs analysis, it is suggested to provide tasks which involve students to actively participate in the classroom discussion. The teacher also should be able to create an interesting environment of a teaching and learning process.

4. The last suggestion deals with the lay-out of the materials. The students' motivation of learning may come from interesting materials. The availability of the pictures is not only for aesthetic purpose, but it also helps the students to receive the input and produce an output well. The fonts and colors that are used should support the materials presentation.



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