

CHAPTER V

CONCLUSION AND SUGESSTION

This chapter presents the conclusion and suggestion of the study. The conclusion can be said as summary of the result of this study and to highlight the research finding. The researcher suggested several advices dealing with this study especially and English learning generally.

A. CONCLUSION

Based on the problems statement, the researcher can conclude as below:

1. Based on the results of data analysis, it can be concluded that the result of student learning in teaching English utilizing student worksheet for constructivism learning has improved, with the majority evidence of students in experimental group got value more than 7, 5. Students showed better participant in the teaching learning process. This condition indicated from the result of students pre-test which mean 20 increased become 75,5. Also, the calculation of t-test showed that the t-value was 3,474. It was bigger than t table 1,645. Based on the result of the score above, the researcher concluded that the treatment of utilizing student worksheet for constructivism learning is significantly effective in English learning.
2. The students' response to the utilizing student worksheet for constructivism learning in English teaching at SMP PrajaMukti Surabaya was positive. This result indicated that there were 70% of respondents favored with "very strong" criterion, and 30% of respondents favored with "strong" criterion. So,

the result of students' responses toward the utilizing student worksheet for constructivism learning in English teaching at SMP Praja Mukti Surabaya is "Positive"

B. SUGGESTION

After concluding this study, the researcher will give several suggestions that may be useful for teachers and other researcher. Those are:

1. For teacher: first of all, English teacher should be informed about the basis of constructivism theory before they put it in action. Secondly, constructivism brings new role for both teacher and learner. What is expected from them should be clarified before the implementation. Moreover, the teacher should be able to predict what kind of trouble the learner may face while constructing their concept of learning so that teacher can guide to the target properly. Another point is related to the material. Material used in the teaching process should be as various as possible since the learner may have chance of grasping the idea by means of different source. Also, the teacher should not follow the course book strictly and give responsibility to learner to choose what they want to learn.
2. For other researchers: It is suggested that the researcher should enlighten such important element of the language classroom as classroom management, course book, material and so on to reinforce constructivism learning. The future study should do the observation of the classes beyond period of time including multiple observers. Moreover, in a similar study, the classes could

also be observed before the students start doing microteaching; that is, at the period when the students receive instruction on teaching skills. A longitudinal study could be conducted to analyze the differences in students' teaching competency and conceptions of learning and teaching before and after taking method courses. Student and teachers' instructional practices in their first years of teaching could also be explored to find out to what extent they are constructivist and why.