CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents conclusion and suggestion related to the research finding and discussion.

A. Conclusion

Based on the findings of the research, the conclusions can be drawn as Follows:

1. To know the most common teachers' role in teaching English for eighth grade students at junior high schools in Dawarblandong Mojokerto Jawa Timur, the researcher took three junior high schools as the sample. Those are: MTs Negeri Dawarblandong Mojokerto Jawa timur, MTs Fatahillah Simongagrok Dawarblandong Mojokerto Jawa timur, and MTs Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa timur. And based on observations and observations conducted on 8th until 19th February 2011 at those schools, the researcher finally concluded that teachers' roles played by most of the English teachers for eighth grade students of junior high school in Dawarblandong Mojokerto Jawa Timur is as a facilitator, beside that, the researcher also got two teachers' role that often played by teacher, they are: In MTs Negeri Dawarblandong Mojokerto Jawa timur was, first, teacher as a facilitator used by teacher for 24 minutes or 30% in the first meeting and 20 minutes or 25%

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in second meeting, second, teacher as a tutor used by teacher for 15 minutes or 18.75% in first meeting and 15 minutes or 18.75% in second meeting, and the last, teacher as a evaluator used by teacher for 7 minutes or 8.75% in first meeting and 7 minutes or 8.75% in second meeting.

In MTs. Fatahillah Simongagrok Dawarblandong Mojokerto Jawa timur was, first, teacher as a facilitator used by teacher for 22 minutes or 27.5% in first meeting and 24 minutes or 30% in seond meeting, second, teacher as a tutor used by teacher for 10 minutes or 1.5% in first meeting and 8 minutes or 10% in second meeting, and the last, teacher as a evaluator used by teacher for 6 minutes or 7.5% in first meeting and 7 minutes or 8.75% in second meeting.

In MTs. Hasanuddin Pulorejo Dawarblandong Mojokerto Jawa timur was, first, teacher as a facilitator used by teacher for 29 minutes or 36.25% in first meeting and 23 minutes or 28.75% in second meeting, second, teacher as a tutor used by teacher for 6 minutes or 7.5% in first meeting and 15 minutes or 18.75% in second meeting, and the last, teacher as a guide used by teacher for 10 minutes or 12.5% in first meeting and 10 minutes or 12.5% in second meeting.

2. And based on interviews and observations conducted on 8th until 19th February 2011 at the three MTs in Dawarblandong Mojokerto Jawa Timur, the researcher knew the reasons why they played teachers' role as facilitator. First, some students have less motivation_in education, especially, in English

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lesson, some students felt bored to study English, because they thought English is not important for them. Some of them also had low ability and poor intelegency, they got bad score eventhough the teachers explained the materials repeateadly. It is mean that if the students have high motivation and high intelligence in learning, the teacher as a facilitator will be easier to provide the material quickly, because students can easily capture the material that were submitted by them. Otherwise, if the students have low motivation and low intelligence, the teacher should give extra explanations to them. They need repetation from the teacher's explanation to understand the lesson. These data were gotten from the interviews with English teachers of eighth grade.

From the interview data above, the researcher could know that teachers had known the kinds of teachers' role. However, teachers disable to choose and decide the suitable and appropriate role for their students. Teachers should play the role as motivator because their students need more motivation in learning, especially in English lesson. Students should learn English by their own interest rather than other's coercion. It is aimed, to create students' motivation in the deepest of their consciousness to learn that is called as intrinsic motivation.

Second, the differences backgrounds of the students and their environment that can support their ability in study. After analising the result of interview, the researcher could know that teachers have known the kinds of teachers' role, but he or she do not implement it yet. Thus, teachers should

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play the role as motivator, especially in giving support to learn in order that students interest to learn, because they need other's invitation and support in learning that is called extrinsic motivation.

3. Based on researcher observation and interview with English teacher that conducted on 8th until 19th February 2011 at the three MTs in Dawarblandong Mojokerto Jawa Timur, the researcher knew the reasons of obstacles faced by the teachers when they did their role as a facilitator. In MTs Negeri Dawarblandong there are two obstacles faced by the teacher. First, some of eighth grade chat with their friends during the learning process rather than listening the teacher explanations. Thus at the end of the class, two of six noisy students were still confuse toward the material. Second, when the teacher asked students' difficulties they answered nothing was difficult. It was caused by students' worry of asking and making mistake.as the result the teacher thought that the students have understood toward the material, but in fact it crossed with the truth.

Further, in MTs Fatahillah Simongagrok Dawarblandong there are two obstacles faced by the teacher. First, some of eighth grade chat with their friends during the learning process rather than listening the teacher explanations. Thus at the end of the class, two of five noisy students were still confuse toward the material. Second, the students more prefer not to ask any

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questions to the teacher because they were shy and afraid of making mistake when asking to the teacher.

The last is in MTs Hasanuddin Dawarblandong there are two obstacles faced by the teacher. First, few of students did not pay attention to the teacher's explanations and it made them confusing to understand the materials. The finding showed that there were five of twenty students from the eighth grade that did not pay attentions and two of them were still confused with the materials. Second, students did not ask to the teacher when they did not understand the teacher explanation, so they looked passive in the class.

B. Suggestion

Based on the result of the study, the researcher would like to give some suggestions as follows:

1. For English teacher of eighth grade students

These suggestions are very usefull for the English teachers of eighth grade students at Junior high school, especially in Mojokerto.

a. In teaching English, the teachers should use various kinds of teachers' roles in order to make the students not bore.

b. The teacher can search other references from news and education TV and radio programs in order to make the student more motivated in English learning.

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c. The teacher needs to attend some training and workshop to get new informations about the teacher' role of teaching English.

d. The teacher should create various appropriate media to stimulate the students to study English.

e. Teachers have to make and create new games to stimulate and attract students to study English.

2. For the students

a. Students are expected to pay attentions and be able to understand everything described by teachers during the teaching learning process.

b. Students should study hard at schools and at home.

c. Students should try to practice their English in their daily activity.

3. For the schools

The writer expects all of the junior high schools in Dawarblandong Mojokerto Jawa Timur to complete all of the facilities and educational aids to help students and teachers teach and learn English process better.

4. Suggestion for further researcher

At the first time, the writer wanted to study about all of the English teachers' roles in seventh, eighth and ninth grade students of Junior high school in Mojokerto Jawa Timur. But, because of limited time, the writer only took the English teachers of eighth grade students of junior high school in Mojokerto Jawa Timur as the objects to observe.

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Then the writer hopes that in the future, the other researchers will observe the English teachers' roles in seventh and ninth grade students of junior high schools or such kinds of research dealing with the other problems, such as English teachers' roles in tenth, eleventh and twelfth grade students of senior high schools.

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