CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher describe the conclusion and some suggestion toward the result of the research. The suggestions are given to the teacher, students and the school in the purpose of it will bring benefit for Islamic Junior High School in Darussalam.

A. Conclusion

From the previous discussion, the researcher can describe some conclusion about the implementation SBC in the eighth grade of Islamic Junior High School Darussalam-Gresik.

1. The English teaching-learning process in Islamic Junior High School. Darussalam was through two cycles (oral and written) and four stages recommended (BKOF, MOT, JCOT, and ICOT) in SBC. This is result the situation of observation in the class when English teaching-learning process happen through observation check list. The first time, teacher built the student's knowledge to material and to support it, sometimes the teacher used teaching media or picture. Then, teacher used pair work or group assessment and individual assessment to evaluate students. The teaching-learning process

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was documented in observation checklist through the technique, classroom management and conditions during teaching-learning process in each meeting. Besides, interview guide with English teacher is purpose to know teacher understands about SBC and the application of syllabus and RPP. It was proven by application of syllabus (through SI, SK, KD, indicator, allocated time) and RPP based government suggestion.

2. The data was obtained during the research seen that the material used in Islamic Junior High School in Darussalam based on the materials suggestion in SBC, text-based materials (narrative, descriptive, anecdote and recount). Furthermore, the material is displayed in interesting way by some picture and various colors. The data was get from observation check list about materials used in English teaching-learning process.

   It was supported by documentation of material used by teacher through kind of the text in SBC.

   Moreover, the material can motivates students because displayed in interesting way and the topic in daily life. Then, the students can follow the material that presented because the grammatical feature is easily understood by students.

3. The classroom assessment through two stages bases SBC, here are, JCOT and ICOT. It is done through pair or group assessment and individual assessment. Besides, the classroom assessments are suitable of material used, text-based material (narrative, descriptive, anecdote and recount).

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The result, the students can understand about text-based material. It can be seen in student's work sheet individually, they can make simple conversation and in group assessment, they can identification about narrative text features, orientation, resolution and re-orientation or moral message of the story.

However, the measurement form is based on three categories; there are phsycomotoric, affective and cognitive. The teacher did not see at one point (cognitive) to give score, but he look up in another point (phsycomotric and affective) to considering another skill that student have. It can be motivated for student to study hard. So, it was helped the teacher to know students improvement not only in one aspect but in any aspects. As a result, almost every student is fulfilling more score from KKM in English subject (65). The measurement form used by teacher show that only seven person from thirty nine students get minimum score (KKM) 65.

B. Suggestion

These suggestions are given to the purpose to make this study more meaningful and bring benefits to everyone who involve in education. The suggestions are:

1. For students

   Student should habitual to make conversation or writing. It can help them to improve their material have learn. And for English teaching-learning process they should speak English as their ability to exercise their pronunciation.

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2. For teachers

Teacher should give more time to the student to construct the text individually. It means that the teacher should efficiency when pass the three previous stages (BKOF, MOT, and JCOT) and provide more time to individual assessment, because the final goal of teaching-learning activity in SBC is Independent Construction of Text session (ICOT). All activities in the previous stages were aimed to enable students creating the text independently. That is way; a lot of exercise should be done in order to get a better result.

3. For school

The school should make English activity outside class to support the student's English skill, such as conversation class, English day, and English contest. That is way, in formal class can classified in some class (favorite class) for some students have good language skill to given more attention in their language skill. Both the school and the Islamic Boarding School can cooperate to success this program to improve their student's language ability. It means that program not only focused on one language in English but also Multilanguage, it can be in Arabic or Japanese to give student motivation to use language ability.

The researcher gives suggestion for that school to make motivation to more success and better at the future

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