CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestions are presented as follows:

A. Conclusion

Based on the research findings deduced in the previous chapter, there two points that can be concluded as following description:

1. Student teachers' activities in providing brainstorming

This study arrived into its finding that there are some activities of brainstorming provided by both student teachers. In other words, from 12 activities of brainstorming provided, only four of them were implemented by both student-teachers in their teaching. The activities implemented are: *Brain-netting* (Using electronic document to introduce or to encourage ideas), *Random input* (Linking another pattern into the one we are using), *Group ideation* (Group work and discussion), and *Freewheeling* (Encouraging Students' ideas freely and randomly).

2. The extent of student teachers' brainstorming skill

As stated previously in the previous chapters, it is known that there are 9 qualifications to fulfill in order that one's brainstorming skill can be categorized as good brainstorming. From the findings written previously,

none of student teachers can achieve all the qualifications in their every single meeting. The highest qualifications achieved are seven. Student-teacher 1 has ever reached the seven qualifications of brainstorming skill from seven meetings conducted.

Besides, student-teacher 2 reached six qualifications of brainstorming skill. There was one of the qualifications that never appeared to student-teacher 2. He never provided a novelty ideas, situations, and giving motivation in involving students to generate novelty ones. therefore, those student-teachers have enough skill in implementing the brainstorming activities when they were teaching in SMKN 1 Surabaya.

B. Suggestions

1. For students-teachers of internship program

Based on the result of this study, the brainstorming activities provided by student-teachers were so limited. From twelve brainstorming activities provided in the checklist, just four of it conducted by student. This showed that student-teachers still weak in providing various activities about encouraging students ideas. for this reason, it is important for student-teachers to provide various activities in involving students to generate ideas by using brainstorming. Moreover, the students-teacher which will practice in the real school should be prepared well to provide the various activities in teaching learning process.

2. For English teacher education department

There should be the more effort to lead and to equip the students in this department, especially students-teacher which will practice their capability in teaching with the various activities as their asset in facing the real education world later on.

3. For further research

This thesis can be an initiation to do further examination on the brainstorming in teaching English. This research attempted to analyze twelve brainstorming activities in teaching learning process. For the next research, it will be important to analyze some or each part of brainstorming activities to get more detailed description about the activities of brainstorming.

4. For the readers

hopefully this thesis will inform something beneficial and important to notice.