CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This is the final chapter of the thesis, which aims to convey the conclusions of the discussions. In this chapter, the researcher presents the conclusions based on the previous discussions in chapter four, which are related to the research questions. Furthermore, this chapter also includes suggestions that are expected to contribute to developing similar research in the future.

5.1 Conclusions

The conclusions in this chapter are presented based on the order research questions.

5.1.1 The teaching methods frequently implemented in class XII TK-1

Based on the discussion, it can be concluded that the teaching methods frequently implemented in class XII TK-1 were the Problem-Based Learning and Grammar-Translation Method. It is supported by the observation result and the teacher's interview result. In three out of five observations, the teacher usually emphasized grammar rules and paid little or no attention to speaking or listening skills. In addition, the teacher also ignored pronunciation practice because she focused on explaining grammar using the mother tongue. This indicates that the teacher often implemented the Grammar-Translation Method.

In addition, the observation results and the teacher's interview results showed that the teacher always implemented Problem-Based Learning

during the learning process. The researcher recorded that the teacher provided problems at the beginning of the class, allowed students to explore the problems, and students could solve problems by combining their knowledge and learning materials. It is supported by the result of the teacher's interview. The teacher explained that she implemented Problem-based learning as the teaching method. The teacher implemented Problem-based learning by giving a problem that related to the learning material. Then, she asked students to elaborate through discussions. It can be concluded that the teacher also often implemented Problem-Based Learning during the learning process.

5.1.2 The realization of the teaching methods in boosting students' participation

Referring to the discussion, the observation results showed that the teacher used two meetings for each material, where at the first meeting, she focused on explaining the material, while the second meeting focused on students' exercises and activities. The researcher recorded that the teacher implemented the grammar-translation method in the first, third, and fifth observations. In these observations, the teacher explained the material with emphasizes on accurate grammar rules. She explained the learning material and grammatical patterns using the mother tongue. In addition, the teacher pays little attention to increasing students' speaking and listening skills because she focuses more on reading and writing skills. However, the researcher noted that students' participation was less active while using the

grammar-translation method as the teaching method. During the observations, the researcher recorded that the learning process using the grammar-translation method was teacher-centred. This means that the teacher was only explaining the material with a focus on grammatical patterns. It can be concluded that the realization of the grammar-translation method cannot involve students in the learning process and make them less active during the learning process.

In addition, the researcher also recorded that the teacher implemented problem-based learning as the teaching method in the first, second, and fourth observations. According to the discussions, the researcher recorded that the teacher provided problems at the beginning of the learning process, which were related to the materials. For example, the teacher asked students individually to make a sentence based on their preference. In addition, the teacher often assigned students to groups to discuss the problem and correlate their knowledge to solve it. Through group discussion, the teacher wants to enhance students' critical thinking. After discussing the problems, the teacher asked students to present their results of the discussions. Furthermore, the researcher noted that in the realization of problem-based learning, students were more actively participating and engaging during the learning process. Students were more active and engaged while the teacher asked them to make a group to complete collaborative work. In summary, the realization of problem-based learning allows students to participate actively and feel engaged during the learning process.

5.1.3 Students' perceptions of the implementation of the teaching methods

The researcher also gathered students' perceptions about the realization of the teacher's teaching methods in the class. Based on the discussion, the researcher divided the students' perceptions into positive and negative. First, the positive perceptions were that the learning activity was easy to understand and provided triggering questions in the beginning, which helped them understand the materials and made the learning more effective. Second, the students had a negative perception that the learning activities were boring and confusing.

Additionally, the researcher noted that some students perceived it would be better if the teacher mixed the target language and their mother tongue while teaching. Students thought that it would ease their understanding of the learning materials during the learning process. In addition, the students also suggested that the teacher should increase the interaction in the class instead of just focusing on the materials. This means the students expect the teacher to innovate the learning process by using games or video animations to create a varied learning experience for them. In short, students had varied perceptions regarding the learning process implemented by the teacher, which would help the teacher to design and implement suitable teaching methods for students.

5.2 Recommendations

Here are some recommendations based on this research findings and conclusions.

1. For Students

The researcher hopes this finding will give the students some insights about the implementation of the teacher's teaching method. The researcher suggests that students can actively participate during the learning activities, which indicates the effectiveness of the teaching method applied in the classroom. Moreover, the researcher suggests that the students can give more voices on the realization of the teaching methods. It is also hoped that the students get more involved in the design of teachers' techniques or strategies. The researcher also hoped that students would understand better the learning materials taught by the teacher using teaching methods such as the Grammar-translation method and Problem-based learning.

In addition, students are encouraged to provide feedback to the teacher regarding the teaching methods and learning activities that were implemented during the learning process. Therefore, the students' active engagement can help in creating an interactive learning process, where teachers and students collaborate to achieve successful learning outcomes. In short, the collaboration between teachers and students is not only to improve the quality of the learning process, but also aims to develop students' responsibility in the learning process. Hence, fostering collaboration and feedback between teachers and students

plays an essential role in achieving successful learning and fostering students' responsibility in their own educational development.

2. For Teachers

The researcher hopes this finding will give teachers some insights for future improvement, both in teaching and learning activities. The researcher suggests that the teacher create an effective environment for students to drive them to actively participate during the learning activities. In addition, teachers also need to design and implement various teaching methods that are suitable for students. Moreover, the teacher should also enrich her way of teaching by using various media, such as games and videos, to keep the students engaged in learning.

Additionally, to maximize students' English skills, the teacher should focus on increasing all of the English skills, including speaking, listening, reading, and writing skills. Hopefully, teachers often use the target language rather than the mother tongue in the learning process. This means teachers should minimize the use of the mother tongue because it will not help students improve their English skills. Moreover, teachers should also increase their interaction with the students. Therefore, teachers should implement teaching methods that are student-centred, where the learning activities are centred on students. In conclusion, teachers need to emphasize the use of the target language and implement student-centred teaching methods for increasing students' English skills.

3. For Future Researchers

The researcher hopes this finding will inspire and give some insight to other researchers who aim to explore a similar topic. The researcher suggests that other researchers enlarge their scope of research. Adding more observation activities is necessary to identify and ensure which teaching method is exactly applied by the teacher. Also, exploring other things that are related to the impact of the implementation of the English teaching method on students would be of high interest. In addition, future researchers can conduct research with a similar topic, but focus it only on one English teaching method.

Furthermore, there are other potential innovations to be researched in the future. Future researchers could involve more participants from different educational levels to gather a broader perspective related to the effectiveness of various teaching methods. Future researchers could involve more teachers as participants to gain various teaching methods that are implemented. This means that each teacher has a unique set of teaching methods that they implement. In summary, recommendations for future researchers are that they can focus on specific teaching methods and involve a wider range of participants to provide deeper insights about effectiveness and the variety of English teaching practices.