

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter is divided into two parts, they are conclusion and suggestion. Conclusion deals with the student's perspectives of English teaching learning process and the ways to solve the students' perspectives of English teaching learning process. While the suggestion deals with the ways to make English teaching learning effectively and efficiently in Madrasah Tsanawiyah Negeri Grogol Kediri.

#### A. Conclusion

Based on the previous chapters, to clarify this study, the researcher is going to present a conclusion of the focus problems systematically. The first is the students' perspectives of English teaching learning process. The second is the ways to respond the students' perspectives of English teaching learning process. Below the researcher are going to explore it in turn.

- a. Basically, the students' perspectives of English teaching learning process can be divided into three groups, as the question of interview, they are;
  1. There are two students answer that English is easy subject to study, twelve students answer that English is not so difficult, and eleven students answer that English is difficult subject.
  2. There are eleven students answer that English in their school is interesting subject to study, eight students answer that English is not so boring subject, and six students answer that English boring subject.
  3. There are ten students answer that English teacher's way to teach is easy to understand, five students answer that English teacher's way to teach is not so difficult to understand, and ten students answer that English teacher's way to teach is difficult to understand.

- b. The teacher ways to respond the students' perspectives of English teaching learning class.

In English teaching learning process, the teacher, Mr. Suko, tries some methods to his students in order they enjoy studying English. At least there are five methods that he uses to teach English his students in class, they are; demonstration, experiment, assignment, question and answer, discussion.

To implement his methods, the teacher also uses some approaches, like; competency approaches, contextual approaches, and thematic approaches. All of them (the approaches) are used to implement the methods that the teacher uses, and it can be implemented to personal or some of the students in groups of learning.

Besides that, the teacher often drills the students to write, read, memorize, and listen to English cassette in order they get used to. Mr. Suko sometimes gives punishments to his students who have broken the rules or made mistakes by sending them to another class or making assignments in a group. Before starting the class, the teacher always stimulates his students by reviewing the last lesson or a topic they have gotten in English. So, it will make them understand more about the lesson.

#### **D. Suggestion**

Based on the conclusion above, the researcher can see that the teacher is deeply expected to increase his skill and competency in teaching learning English. In other words, Mr. Suko, as the English teacher, always wants and tries to find better ways to be implemented in English teaching learning, besides the methods and some approaches he usually use.

As we see that science and knowledge is relative. It means that the methods and approaches that the teacher uses are part of them. So it can be said that sometimes a method or an approach can be implemented successfully in a place and time. But it will be different in other places and times. In this case, the

teacher must be creative to use a method or an approach in teaching learning English. He should know well his students, English material, and his skill and competency in serving them.

A method and approach must be appropriate to the whole teaching learning process. A mistake can come from the teacher, students' ability and competency, and the coherency of materials being served. The three aspects are possible to be a source problem of getting success in teaching learning English. So the teacher must be clever at choosing a method and approach, materials, and also knowing well the students interest and ability.