

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents some conclusions concerning the result of the research discussed in the previous chapter. This chapter also gives some suggestions which can be used to solve the problems in implementing the 2013 curriculum.

#### A. Conclusion

Based on the research findings and discussion in preceding chapter, it can be concluded that there are five problems in every aspects faced by English teachers in implementing Curriculum 2013. In this case, the most frequent problems in implementing curriculum 2013 faced by English teachers in senior high school are:

- 1) Difficult in adapt with the students in implementing teaching learning process because of the students still feels like in Junior High School. Implementing scientific approach; the inappropriate about teaching learning process, social inappropriate, life style and education, so it makes the students' mindset is different, because the students do not accustomed to think critically since in Junior High School. And because of the syllabus and method is given from the government, it makes difficult to apply another method that competible in some materials to the implementation in teaching learning process.
- 2) Affective assessment; the teachers get difficulty to assess each students in attitude, because the total of the students in a class is great quantities.

- 3) Difficult to understand between teachers' and students' handbook because asynchronous theme in handbook that they have. The handbook doesn't use the new curriculum that use different method.

The efforts of the English teachers in senior high school in implementing the 2013 curriculum are;

- 1) The teachers attend the training of the Curriculum 2013 to add the knowledge in implementing the 2013 Curriculum. The teachers have to adapt and know more about the over plus and the lack of their students. The teachers must be increase the students' knowledge about English to overcome implementing scientific approach to their students in teaching learning process.
- 2) The teachers make a random sampling in affective evaluation. The teachers take the generality of the evaluation from their students.
- 3) Look for in another references or books to add the matter or topic that be taught by the teachers in teaching learning process.

## **B. Suggestion**

This research is still far from being excellent and there are still many weaknesses, on either its methodology or the presenting of data analysis. Hopefully, criticisms and suggestions will rise from the readers to gain the better research. The researcher also has some suggestions which are directed toward the English teachers, the readers and the other researchers. Hopefully these suggestions will build up new knowledge for a better

research because this research is still far from completeness. Some suggestions are given to:

1. The English teachers

This research about the general problems faced by English teachers of senior high school if there is some unpredictable in this research its natural for the researcher. Be seriously to implementing this new curriculum. It will be develop with another curriculum in the future but always give more explanation for the students. So that the students have more experience and knowledge with many method you use.

2. The readers of the research

Hopefully the readers do not judge the value of this research only on the problems faced the English teachers aspect in general, but it could be viewed on the specific aspect of the problems i implementing the 2013 curriculum. When we know well how about curriculum and the specific is the 2013 curriculum.

3. The other researchers

This study only discusses about the problems faced by English teachers of senior high school in implementing the 2013 curriculum. There are many other aspects in this curriculum can be analyzed, such as the method, the facilities, the development, etc. Hopefully other researchers are able to analyze those aspects about curriculum especially in implementing.