

CHAPTER V
CONCLUSION AND SUGGESTION

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This chapter covered a brief summary of the first four chapters of this study that discussed the summary and the inferences made by the writer. This chapter also provided some suggestions regarding the findings of the readiness of the tenth graders of SMA Dr. Soetomo Surabaya in learning English through the CBC 2004.

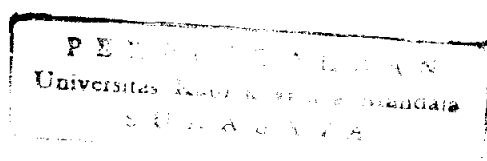
5.1 Conclusion

The implementation of the new CBC 2004 forced the schools and the teachers to shift their paradigm in educating the students. Previously a teacher who could teach a 2-hour meeting using teacher-centered learning style was considered to be the best teacher, nowadays s/he was considered the most sinful teacher because s/he did not involve her/his students actively in the teaching-learning process. SMA Dr. Soetomo Surabaya should implement the new CBC 2004 since 2004-2005 academic year. As the writer was one of the English teachers who should teach the tenth graders, she conducted this study to explore her tenth graders' readiness in learning English through the CBC 2004 in her class. This study was intended to explore the tenth graders' readiness in learning English and the factors that influenced the students in performing their communicative competence in learning English by using the new CBC 2004.

This study was designed using a mixed method research design. The writer intended to describe the students' readiness and the influenced factors in learning English using qualitative data and the data were converted into percentage and qualitative interpretation. In addition, this study was also considered as a survey in which the processes of it followed a special flowchart that was discussed in chapter 3. Forty-seven students were chosen as the subjects of this study using purposive sampling. In gathering the data, a questionnaire consisting of 17 closed-ended questions with 1-4 scales was used, while open-ended questionnaire was applied for supporting the subjects' responses on the closed-ended questionnaire and as a mean of triangulation. The questionnaire was firstly tried-out before it was administered in the real research.

The analysis of Pre-test score discovered that the subjects were not ready to learn English because their Pre-test scores were 73% below 65. However the result of the Post-test scores were 95% above 65. It meant that the readiness of the tenth graders was moved from not ready to be ready.

The analysis of the closed – ended and open-ended questionnaire about the factors that influenced their readiness in learning English in general showed that they had positive responses on their interest in learning speaking, reading, listening, grammar and writing. They enjoyed the English class because they had fun and interesting time in class. They had different learning experiences in English class, they were actively involved in the learning process by performing speaking, discussing topic after reading articles from internet, competing in answering pop quiz from the teacher and doing some grammar game with their friends and their teacher.



And the writer also discovered that they had relatively high motivation to learn and to perform their English competence. They liked when the teacher presented a lot of quiz and written tasks/exams because all of them wanted to have good score in English. Their motivation also triggered by their understanding about the objective of learning English for their future life, besides that the teacher performance in teaching and motivating them to perform in front of class also played important role in achieving their English competence.

Then the writer found that students' self-confidence was increasing in performing their competence in speaking, reading, listening and understanding grammar. Perhaps a relaxing and conducive situation of the class made them comfortable and free to explore their communicative competence. They performed their individual and group presentation in front of the class and discussed the topic better. They had better performance in speaking individually or in pairs.

Finally, the writer's study of involving students actively in the teaching-learning process could make the students feel more relaxed, comfortable and enjoy the class very much. However, in the beginning it was not easy to change their learning style, from teacher-centered into learner-centered.

Based on the analysis above, it could be concluded that the tenth grade students of SMA Dr. Soetomo Surabaya were not ready at the beginning of the first semester to learn English through the new CBC 2004 became ready at the end of the second semester. They were able to perform their Communicative competence, because they had good previous knowledge and skills, they had high motivation to learn English, and they showed positive attitudes in performing their communicative

competence in the classroom. The new CBC 2004 in English subject was implemented well by the students that could be seen from the result of the Post-test.

5.2 Suggestions

In accordance with the result of this study, the writer proposed several suggestions dealing with the readiness of the tenth graders of SMA Dr. Soetomo Surabaya in learning English through the CBC 2004. They are as follows:

1. Teaching English is not just teaching students to understand English grammar but it must be providing teaching-learning activities that could increase the students' motivation intrinsically and extrinsically.
2. Communicative competence is the essence of the new CBC 2004 for the English lesson. The teacher must know how to implement it in such a way that students feel relaxed and comfortable to perform their competence. The teacher must be creative, innovative and always upgrade his/her knowledge in teaching and learning activities.

5.3 Recommendation for Further Studies

At the end of this study, the writer would like to encourage other researchers to develop a further study that has not been discussed in this study.

This study made use of a mixed methodology design- an initial phase of qualitative data collection and analysis that followed by a phase of quantitative data collection (sequential exploratory strategy). Therefore, the writer suggests that other researchers study the process of teaching and learning using classroom action research.

This study only analyzed the students readiness in implementing the new CBC 2004 in learning English, while evaluating the students writing tasks, the process of evaluating the students' portfolios are beyond this study. It is suggested that the next researchers focus more on the evaluating the students written interview and students' portfolios.

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