

# **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

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### Conclusion and Suggestion

After the revising process, what is more important is not only on producing or writing the activity worksheets for self-access of ULC but also on promoting more of this type of service to the users of English SAC at ULC.

The film-viewing activity worksheets of *What Women Want* designed for the English SAC at ULC are still under preliminary development and prone to further revision in the near future. The worksheets, having been revised, will be used for the activities of the students at the SAC of ULC. Other films will also catch up.

The SAC respondents' and the ULC teachers' comments are worth considering due to their needs and wants towards the SAC of ULC which play great roles in shaping the future of the film-viewing activities at the SAC.

It cannot be denied that to design materials based on film-viewing activities is neither a one-night nor simple process. It requires teachers' enduring patience and time to view the films several times despite their crowded teaching schedules. Films themselves are not designed for teaching purposes and teachers, of course, have to be able to pick the essence or the importance of the content in the film to be exposed in the SAC of ULC learning activities.

The further development of the activity worksheets at the SAC of ULC will cover different types of genres. Each genre will demand different treatment in its activity worksheets development. As it is known, films are shapeless and at the same time,

authentic. Therefore, they will be able to deliver their messages through their plots and create unforgettable learning experience on the users when they are imposed with useful activities which review what they have viewed.

Below is some advice or recommendation given on the film-viewing activities of the SAC of ULC. After the discussion, there are some considerations taken for overcoming the problems. Some of them are:

1. Promoting more of SAC materials and services offered.
  2. Preparing a learning package of SAC materials (graded levels).
  3. Designing the layout of the room in a more conducive way.
  4. Producing more activity worksheets for film-viewing activities.
  5. Stocking SAC with more film collections which students are keen on.
  6. Hiring a part-time administration staff or a contractual basis teacher to handle the activities in SAC.
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