CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents the conclusion of the study and the suggestions concerning this study.

5.1. Conclusion

Education system in Indonesia which is managed by the Ministry of Education and Culture determined the curriculum as the main foundation of the teachers' teaching learning process inside the classroom. The curriculum consisted of the Education National Standard which includes the basic standard, the passing standard competency, the standard of educational personnel, the equipment and facility standard, the administration and financial standard, and the educational scoring standard. The educational scoring standard which is used as the perimeter of the students' learning mastery is called the Minimum Criterion of Mastery Learning (MCML). Therefore, the teacher's main role in the teaching learning process is to assist the students with planned activities so that the students could meet the MCML and be considered to master the materials since they have passed the educational scoring standard.

Many activities were planned by the English teachers to assist the students to meet the MCML. 9 out of 10 Research-based Principles of Instructional Strategies by

Rosenshine (2010) appeared to be the appropriate representatives of the whole activities done by the English teachers inside the classroom. 82.5% of the English teachers conducted review at the beginning of the meeting and 68.1% of them agreed that they explained the materials in certain sub topic step-by-step in 1 meeting. 100% of the English teachers delivered a large number of questions to the students in varied time and situation. Both ICQ and CCQ were delivered equally by 95% of the English teachers. Models for the students in doing practices were provided by 97.5% of the English teachers and 44.4% of them provided the models by doing the exercises together with the students. While the students were practicing exercises, 100% of the English teachers were guiding their students and 76.9% of them were guiding the students' practices by walking around the classroom to monitor the students' works and being flexible for the students when they needed assistance from the teachers. That checking the students' understanding mattered was agreed by all of the English teachers (100%) and 33.7% of them agreed that they gave questions and asked the students to answer them orally together so that the teachers knew the students' understanding. Scaffolds were provided by 82.5% of the English teachers in order that the students were guided and supported while they were doing difficult tasks. Independent practices were assessed by all of the English teachers (100%) and 32% of them agreed that giving projects related to the materials as the students' independent practice was the most appropriate practice since the projects could be varied depended on the teacher's decision and plan. In addition, besides the review done at the beginning of the meeting, 48.1% of the answers displayed that the English

teachers were conducting review of the whole materials taught once in a week and once in a month. As the main percentage, 85.4% of the answers presented that the English teachers used 9 of the 10 Research-based Principles of Instructional Strategies mentioned by Rosenshine (2010).

Each school applied different score as the MCML of English subject. 55% of the schools applied 75 as the MCML of English subject. 75 and other scores were determined as the English subject's MCML by Education Authorities (School Principal, Vice Principals, and other Academic Personnel) with the considerations of the achievement level of the students at school with the percentage of 40.5%. That 75.7% of the students taught by the English teachers met the MCML displayed that the English teachers obtained high success rate for the students' learning mastery. 75% of the English teachers believed that the use of MCML helped them as the standardized perimeter for the students' learning mastery. By using MCML, the teachers knew that if the students passed the MCML, they have mastered the mastery and vice versa.

Finding out the students' learning mastery, the English teacher's next job was to take strategies to treat the students who failed to meet the MCML. 35% of the answers presented that the English teachers gave the students remedial tests until they reached the MCML which meant that the students were assessed again until they comprehended the materials well.

Therefore, it can be concluded that 9 out of the 10 Research-based Principles of Instructional Strategies are appropriate to be included in the English teachers' strategies in assisting the students to meet the Minimum Criterion of Mastery Learning. Furthermore, the English teachers could be more creative in constructing and planning effective activities for the students to meet the Minimum Criterion of Mastery Learning.

5.2. Suggestions

In this section, the writer would like to propose some suggestions related to the result of this study. The suggestions are as follows:

5.2.1. Suggestion for English Teachers

Based on the result of this study, the writer would like to suggest the English teachers of Junior, Senior, and Vocational High Schools to concern more in constructing appropriate activities for the students in order that the students meet the Minimum Criterion of Mastery Learning. The English teachers could take the 9 out of 10 Research-based Principles of Instructional Strategies mentioned by Rosenshine (2010) and develop it into fun and effective activities based on the students' needs. During the interviews, the writer found that not all of the English teachers have applied various activities or strategies yet. There are still some English teachers who applied teacher-centered system in teaching English to the students. Therefore, it's suggested that games, cooperative learning projects, teaching techniques, and many

other strategies are to be constructed and combined with the curriculum applied, the students' learning style, the teacher's capability and mastery, and the school's facilities for the teaching learning media.

5.2.2. Suggestion for Education Authorities in Each School

As the Education Authorities, the School Principal, the Vice Principals, and other academic personnel had better to do regular visit to the classrooms while the English teachers were teaching in order to evaluate the English teachers' performances. The evaluation could be conducted once in a month or once in two months based on the Education Authorities' decision. The evaluation aimed to maintain the English teachers' performances in conducting activities inside the classrooms which were really important for the students' achievement, especially in meeting MCML. Being evaluated encouraged the English teachers' to be well-prepared in directing teaching learning process.

5.2.3. Suggestion for Students Learning English Subject

English now has become the main tool for the international communication, especially among Asian countries. Therefore, the students should realize more that the urgency of mastering English language skills and components is very high. They should give their best in learning and increasing their achievement. The MCML can be used as the perimeter of their learning mastery. The students are suggested to be

more motivated and encouraged to achieve the MCML and even get a score beyond the MCML as their proof that they've mastered the English language.

From this study, the students are also suggested to learn and comprehend deeper about the purpose and the goals of every activity planned by the English teachers. By understanding the main goal of the activities conducted by the English teachers, the students could give their best in contributing in any activities planned as the strategies to assist them in meeting the MCML. As a result, the students could improve their performances and scores in any assessment given by the teachers and meet the Minimum Criterion of Mastery Learning (MCML).

5.2.4. Suggestion for Further Researchers

In this research, the writer only took 9 strategies out of 10 Instructional Strategies mentioned by Rosenshine (2010) as the foundation of the questionnaire. In fact, there are many other Instructional Strategies that could be applied for the teaching learning process inside the classroom. Therefore, further researchers are suggested to explore other Instructional Strategies to be the foundation of the research.

The findings of this research showed that the 9 strategies out of 10 Instructional Strategies (Rosenshine, 2010) were combined together into various activities done inside the classroom. However, the writer still couldn't measure the most effective strategy applied as the teachers' strategies in assisting the students.

Therefore, measuring the most effective strategy is suggested to be researched by further researchers.

Furthermore, it is suggested for further researchers to find more than 40 respondents and 20 interviewees as the sample of the data. The more number of respondents and interviewees the further researchers could get, the more various experiences and strategies the further researchers could discover in order to enrich the knowledge of the readers.

Lastly, a field observation inside the classroom is highly suggested for the further researchers to reveal the activities conducted by the English teachers in a real situation in the classroom. Instead of only conducting a survey or distributing questionnaire, a field observation could be more visible and valid to record the strategies applied by the English teachers to assist the students to meet the Minimum Criterion of Mastery Learning.

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