



CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter consists of a brief summary of the content of the first four chapters of this study. It also gives some inferences and generalizations concerning the research background. Besides, this chapter also provides some suggestions regarding the findings for the development of English teaching materials for Elementary school students grade four.

5.1 Conclusion

Bikram (1984:140-141) states that the new generation of teaching materials will probably make greater demands of the inventiveness and creativity for teachers. It is being suggested that the teachers and learners will increasingly become partners in presenting teaching materials in the classroom. In this case the material used for Elementary school students grade four also become more effective and suitable for the students if it is made by the teacher because every teacher knows his/her students conditions best.

Being aware of the importance of providing materials based on the new curriculum, the writer would like to develop materials for Elementary school students grade four and find out whether the materials she made based on the new curriculum are suitable with the fourth grade Elementary school students condition and ability nowadays.

To fulfil the purposes of the study, the writer followed the steps of instructional design that comes from Dick and Carey. The stages are determining topics of the

study, identifying an instructional goal, identifying instructional analysis, identifying entry behaviours and characteristics, writing performance objectives, developing criterion referenced test items, developing instructional strategy in presenting the materials, developing the instructional materials, evaluate whether the materials are suitable for the fourth grade elementary school students or not and making the revision based on the result of evaluation.

For the evaluation stage in material design, the writer used three kinds of evaluation. The first evaluation is called one to one testing, where the writer asked and gave assessment questionnaire privately to her experts respondents. In the second type of evaluation called small group evaluation, the writer gave the assessment questionnaire to give the students of elementary school grade four. The third type of evaluation is large group evaluation. In this last type of evaluation, the writer gave the questionnaire to the elementary school students in their formal classroom. The writer only picks fifteen students as her respondents in order to make the evaluation ran efficiently.

From her first evaluation from practitioner and scholar she found out that some improvement are still needed in the synchronization between the topics, the goals or the competence in teaching, and the exercises. From the small group evaluation, the writer found out that the target students like the materials she made. But still, there was a brief comment to simplify the language used for instruction and examples. On the large group evaluation, there were more positive responses from them toward the materials after some improvements had been done. Most of them have no problem with the content because they still can do the exercises well.

5.2 Suggestions and Recommendations

After conducting this study, the writer wants to give several suggestions in order to increase the effectiveness in English language teaching in elementary school specifically grade four as follows:

5.2.1 Suggestion for Teachers

Since the cognitive aspect is developing in childhood, teachers should do some special treatments in order to give them a good and fun experience in learning a language. One of the ways is by providing an interesting material to stimulate their motivation. It is not enough to depend on one textbook or commercial materials, because those materials are not guaranteed suitable with the conditions of certain students in certain place. In this case, the writer through these materials wants to show that developing materials is not really hard, especially if it is made by the teachers who know the characters, conditions, and abilities of their students best. These materials can be used as an example for English teachers in Elementary school to develop their own supplementary materials.

5.2.2 Suggestion for Other Researchers

One suggestion for the other researchers interested in material design is that the fields are still wide open. Materials are always important in teaching and it should be changed periodically following the development of students' condition and ability. Due to the limited time, the writer can only developed two topics for the fourth grade Elementary school students. It will be better if there is further material development for some other topics and students' levels.



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