

## **CHAPTER V**

### **CLOSURE**

Closure is the fifth chapter in this study. It contains two important parts, such as conclusions and suggestions. Conclusion includes the answers obtained from the discussion which is the answer to the research problem. Suggestion is advice from the researcher to the English teachers.

#### **A. CONCLUSION**

English teachers do a variety of attempts to make their students successful in learning. Especially English teachers at MAN 4 Banjar who use eight attempts to make their students successful in learning English. Based on the description stated in the findings and discussion can be drawn as follows:

The attempts by English teachers in MAN 4 Banjar toward students succeed in learning English consists of making learning planning, making and utilizing learning material and media, using and choosing curriculum, approaches, methods, and techniques, giving motivation, doing learning management, making learning evaluation, providing remedial learning, and resolving students problems or difficulties in learning.

The attempts made by the teachers are very dependent on the way it is implemented. If the implementation is not in accordance with the correct procedures and theories, so the results obtained will not be maximal or not reach

the expected target. Then the implementation of the teacher's attempts towards the success of students in learning English in 4 Banjar MAN such as:

1. In learning preparation the teachers designing learning devices, learning material (modules), making media relevant to the material to be delivered, and making an evaluation book. With careful preparation the teachers can teach smoothly and directly to achieve the desired goals.
2. In giving motivation the attempts made by the English teachers are to teach vigorously and become an example to attract students' interest and attention, always provide motivation at the beginning of learning related to the material to be studied, communicate with question and answer to the students, so that students stay focus towards ongoing lessons, giving a reward in the form of praise to students who get success and provide educational punish for students who make mistakes.
3. In choosing and using curriculum, approaches, methods, and techniques. The teachers use the 2013 curriculum with a saintific approach. While the methods and techniques are use not monotonous or varied because they are adapted to the material being taught and depending on the situation and the ongoing conditions. Some methods and techniques that are often used by teachers in teaching such as the question and answer method, interview, discourse, discussion, presentation, demonstration or role playing.

4. In making material and media the teachers makes own material and media to be used. Teachers use module that have been designed by the teachers themselves, the module is share to the students in the form of photocopies. It contains learning materials along with the tests that will be used to evaluate learning outcomes. Then, the media used by the teachers such as power point, picture and whiteboard.
5. In managing and controlling student activities during the learning process, the teachers are try to accompany students alternately and keep students active in the learning process, so that students can focus on learning and the learning atmosphere becomes conducive. Then, in delivering the material the teachers try to provided explanations slowly and clearly. When the explanation of the material has been completed then proceed with a question and answer session with students to ensure students understanding of what has been learned, if there is still material that do not understand by students, then an explanation will be repeated. In managing the teaching time the teacher try to adjust the learning time with the predetermined plan in the lesson plan such as, pre activities 10 minutes, while activities 30 minutes, and post activities 5 minutes for one lesson.
6. The teachers evaluate the students at the end of the learning process, midterm, and final exam. The test uses to evaluate students based on

the material students have learned. The instrument test uses multiple choice and essay. Assessment is obtained from all aspects of assessment includes skill, knowledge and attitude in accordance with the assessment rubric that has been made.

7. In the remedial learning aspect the teachers perform repetition of the material if there are still students who are considered not to understand and make a remedial learning program to improve student grade. This program contains repeated explanations of material or questions that are difficult or not understood by students, after that students are given new test questions for remedial.
8. In resolving students' problems or difficulties in learning teachers try to approach learning to students who have different abilities or learning methods, so they can provide learning according to their needs. If there are students who get problems in learning, the teachers conduct counseling to the students such as discussing with the students concern about the difficulties or problems they face, then the teachers give a solution to the problem. Then changes the methods and techniques are also carried out when students cannot focus on the learning process or situations and conditions are not in accordance with the methods and techniques used. In repetition of material that is considered important, it is always done at the end of the lesson before the exam is conducted.

**B. SUGGESTION**

Based on the findings of the research, the writer would like to propose a suggestion:

In choosing and using the approach, methods, and techniques teachers have used it well, because the methods and techniques use in the learning process are varied and not monotonous, but choosing and using methods and techniques will be better if the teachers chooses and uses methods and techniques based on the type and type of each, because learning techniques are determine based on the method uses. In other words, the approach becomes the basis for determining methods, from methods to techniques. For example, if you use the direct method, the techniques in the direct method such as reading aloud, question and answer exercise, getting students to self-corect, conversation practice, fill-in-the-blank, dictation, map drawing and paragraph writing.