

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Related to the research, the writer has divided the conclusion into two-part. Those part are the conclusion of teacher applying PCK in teaching English and the problems that teacher faced in applying the PCK in teaching English, each part has been explained briefly based on the result of the research. This chapter also presented a suggestion for the English Teacher and further researcher.

A. Conclusion

Having already described the data in the previous chapter about teacher' application of Pedagogical Content Knowledge (PCK) in teaching English and the problems the teacher faces in applying the PCK in teaching English at SMP GIBS for VII grade.

Based on the research and data analysis about the teacher's PCK in Teaching English it can be concluded that:

1. The teacher apply the Pedagogical Content Knowledge (PCK) in teaching English is mostly with show or give some examples, demonstrations, and questions.
2. The problem teacher faces in applying Pedagogical Content Knowledge (PCK) in teaching English are the students' difference of level achievement

and unexpected things that happen in the class, such as low performance of the students and broken teaching aids.

B. Suggestions

1. English Teacher of SMP GIBS Banjarmasin

The researcher hope the English teacher continue to apply her Pedagogical Content Knowledge (PCK) in teaching and learning process and explore more about the knowledge, thus she can help students to understand the material and provide an attractive teaching and learning process, As for the teacher's good PCK help teacher expand her teaching experience.

2. To the further Researchers

The researcher has figured out that Pedagogical Content Knowledge (PCK) is quite hard to understand. Because this is something new which not many people concern to this teacher's knowledge, the researcher present suggestion to the further researcher in conducting the next research that related to this research because the researcher observes only one teacher's Pedagogical Content Knowledge (PCK) in teaching English, yet, there are so many interesting subjects that have not been discussed about PCK if you look further into it. For the next researcher who will take the same theme. They can try to compare two or more teachers in applying Pedagogical Content Knowledge (PCK) in teaching English or other courses. In addition, some weaknesses of this research can be a reference for further research

in the future in order to make a complete study of the application of Teacher Pedagogical Content Knowledge (PCK) in Teaching English.