

CHAPTER V

CLOSURE

A. Conclusion

After discussion part in the previous chapter, the researcher summaries result of the discussion based on statement of the problem as follow:

1. The supplementary material used in learning English activities in ninth grade students of MTs Al Fajar Parenggean is visual types such as exercise question/situation, games agree and disagree and printed picture or brochures.
2. The implementation of supplementary material during learning English activities for ninth-grade students of Mts Al Fajar Parenggean is designed according to teachers' goal, the exercise situation is teacher write the situation in the whiteboard then teacher explained how to answer it, games agree and disagree teacher make two circles which in the right side is agree and the left side is disagree. Thus, brochure teacher asked students to translate the brochure and find the new vocabulary.

B. Suggestion

Based on the study findings there are several suggestions for the next research in the same field as this research, here are the suggestions:

1. For the English teacher, teachers' goal when teaching is to make students understand what is the meaning of this topic lesson. Making students understands, teachers need to create his/her own way to make the process of English language teaching more attractive. One of the ways how to make

the process of English language teaching attractive is adding the supplementary material which designed as same as students age.

2. For MTs Al Fajar, new source of teaching to make the process of learning English more attractive. New book that following national curriculum is better than just stuck at the same book for several time. Furthermore, teacher would teach students same as in public school standard so that the students could develop their English skill in better way.
3. For next researcher, the next researcher may conduct a similar study with a different focus, such as the effects of supplementary material on students' motivation, engagement, or achievement in learning English. The next researcher may also use a different research design, such as a quasi-experimental or a case study, to investigate the impact of supplementary material on students' learning outcomes. Furthermore, the next researcher may explore the use of supplementary material in other contexts, such as different grade levels, different types of schools, or different regions. Additionally, the next researcher may compare and contrast the use of supplementary material among different English teachers, and examine the factors that influence their selection and implementation of supplementary material. Finally, the next researcher may develop and evaluate their own supplementary material based on the needs and interests of the students and the curriculum objectives.