CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion that are drawn from results and discussion of Teaching strategies for analytical exposition text: a case of second grade senior high school which previously conducted research at SMA Negeri 15 Muaro Jambi.

5.1 Conclusion

This study aims to explore what strategies are used by teachers in learning analytical exposition text and how to implement these strategies, especially for English teachers at SMA Negeri 15 Muaro Jambi. After conducting the data collection process by means of interviews and observations, it was found that there were several methods used by teachers in teaching analytical exposition text including the Game which is used by one of the participants before entering the learning process, the Problem Based Learning method, and the Jigsaw method. Then from all these methods, the teacher used it with a collaborative approach.

The game is applied before entering the core material by giving some collaborative games to students to motivate them to follow the learning process while refreshing them. Problem Based Learning is applied by giving an issue that will be discussed in groups and developed into a text from the development of arguments that students discuss. The jigsaw method provides active activities for students to carry out cooperative learning by exchanging understanding with students in other groups on the sub-materials they have mastered which will later form a complete knowledge of the material they are studying.

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5.2 Suggestion

Based on the result of the study, here are some suggestions that the researcher believe will be useful for the use of research and teachers' development in the future, the lists are:

1. The researcher suggests that teachers be more able to re-explore other learning methods to be used as strategies in teaching material, especially analytical exposition text, because there are certainly many more learning methods that can be used and allow for more effective learning for all students, not just some students.

2. In implementing the Problem Based Learning (PBL) method, teachers are advised to choose problems or issues that are more contextual and close to students, such as issues that occur in their environment or in their school environment. This will later make it easier for students to develop their arguments because they will understand the issues given better.

3. Always maintain an innovative and creative learning model by always utilizing technology that can be used and always try to do so, because the use of technology in learning can certainly be very helpful in today's era.

4. For other researchers who may be concerned about strategies in teaching analytical exposition texts, they can present more complete and in-depth data and can further prove the effectiveness of the strategies used.