

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This research has three objectives 1) To investigate the process of teacher in designing English course at the sixth grade of SDIT IQRA. 2) To observe the way of teacher in determining the learning outcomes of English in syllabus. And 3) To examine how teacher select the materials of English in syllabus. This chapter contains the conclusions and proposes some suggestions

#### **A. CONCLUSIONS**

Based on the research findings in the previous chapter, the conclusions can be drawn as follows

1. The process and investigate The way of teacher in designing English Syllabus and determining the learning outcomes of English Syllabus

a. The process

The learning syllabus for student in SDIT IQRA Serang were designed due to improve their communication skill ability. In designing the materials, the researcher analyzed the syllabus with 4d. Firstly, the researcher analyzed the target and learning needs in the early stage. The needs analysis questioner was administered in order to find the target and learning needs as the reasoning to design the syllabus. The question in the questionnaire were about six task components. The six task component are goal, input, procedure, teacher role, learner role, and setting. They were the aspects that have been considered in designing the questionnaire. Besides that, the researcher analyzed the syllabus of Elementary School to get standard competence as well. From needs analysis process, the researcher got the Standard and learning of the student needs. In terms of the target needs, the researcher got the goal, topic and language functions that the student wants. Then, the analysis result were to design the syllabus.

After collecting the data from the questionnaire, interviews and analyzing the syllabus of Elementary Highschool, the researcher wrote the syllabus. In the process of designing syllabus, the researcher search how table do, font, etc.

After designing , the researcher do developing the researcher make interview to all parents and the teache, make questioner who has distributed on last september, and doing some closed experiment to thestudent to know how the syllabus work on. And from that too the researcher know how to detemining the learning outcomes of English Syllabus. The out come not from what researcher need but fro the parent want to, because the researcher share the questioner too, to the all sixth parent at SDIT IQRA School.

And the last the reseacher doing dessiminate, because time and place is too difficult to doing it, the researcher just leave the syllabus in the school to dessiminate the syllabus in the school.

b. Investigate

The investigate of teacher this much difficulties who gets from teaching english, especially from choosing the material who want they teach in the class, they still using the material what they want to learn to the student and get some material from internet or other, so the material is not composed clearly, and not delivered effectively.

2. Exining how to teacher select the material in English syllabus

After the teacher making syllabus and analizing the syllabus. Then, they can selecting and chosing the material who they want to teach to the student effectively. So then dont need to think what should they do in the classroom just should see in the syllabus and teach the material who suitable from syllabus. And exacly, the syllabus is appropriate for the parents want, because the parent help the developing the syllabus too.

## **B. Suggestions**

Related to the conclutions above, the researcher present some suggestions as follows

1. For the teacher

The learning materials which are based on student needs and interests can be developed by the teacher. They also can help the student to deal with the task so the student can speak confidently

2. For the student parents

The students parents are know how to learn through the materials. The parents should also guide their child to improve their knowledge and improve their skill. So not only from the syllabus who designed but also from other sources.

3. For the other Material Designers

The material designers should design more interesting syllabus, because, the syllabus is very important to support learning english in classroom. Therefore, the researcher invite the other researcher who are interested in this topic to give an action on this research on designed syllabus so effectiveness can be measured and the weakness of the designed syllabus can be identified