

CHAPTER IV

4.1. Conclusion

From all of the discussion done in the previous chapter regarding how we teachers have to learn not only the materials, lessons, and method(s), but to also learn about the students. Getting to know their motivation, learner style and the type/kind of student everyone in the classroom. Also knowing when to use certain method, approaches, procedures, etc. is very important as when a majority of students classify into a certain group of learner style (style A for example) more than the other, does not mean that said group of the minority learner style (style B for example) should be ignored and be taught using the method and/or approaches for the majority learner style in class. Swiftly changing your teaching method and procedures in the classroom is highly recommended and in most cases, required as there are those classes with students within that is lacking general “class skills”, i.e. listening, comprehension, and calm-headed. By looking at those descriptions, you definitely would not want to use a similar method of approach for the motivated student with the severely lacking ones.

Another thing to keep in mind is that familiarity plays a role in helping the students to learn things easier, it will make them more comfortable, open minded and prone to participate to class activities on their own without even needing the teacher to add another layer of motivation. The use of the drilling procedures comes straight into mind when thinking of a very familiar class activity. The use of PPP also comes to mind, being a variation of procedures from audiolingualism,

as it might be (as stated in the previous chapter) the most overused method of approach which makes every learner of all ages, familiar with it.

4.2. Suggestions

4.2.1. Suggestion for SD Khadijah Surabaya

I would like to suggest that the students be introduced to more fun-oriented and relaxed teaching approaches. A simple outing to the garden or the playground and using that as an excuse to learn outdoors, where the change of atmosphere would be beneficial for the students. It is also not a bad idea to learn outside of the provided materials from the school's textbook. An example of outside material learning; YouTube has its own genre of "learning" which include language learning, in this case, English.

4.2.2. Suggestion for D-III English Language

It would not hurt the major (and every lecturer/faculty workers) to fully use the availability of the internet to its fullest. Utilizing the likes of laptops, digital phones, and any other modern devices to be allowed in class and not simply berate a student(s) when an instructor/lecturer saw one using his/her phone. On that note, if a student does use the available electronic device for other usage that does not help them to learn in class i.e. going to social media, stream video, browse the internet, the lecturer has the option to politely ignore said student and simply focuses to continue the lesson for the other students. Therefore it feels as though when a lecturer would go out on one student whose disregarding the lesson during class, just to "lecture" him/her, it hurts the flow of the lesson in class.