CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

The final paper describes the activities of the writer during the job training at Cimahi Mandiri I Elementary School in the fifth grade, where the writer worked as temporary English teacher. The writer taught English vocabulary as the primary activity in that school. There are so many experiences and new knowledge that the writer got. One of the experiences is that the teaching in elementary school is very complicated; it is not like the writer thinks, it needs a patience, and it requires material preparation before teaching. Besides that, the other knowledge the writer got from the job training is that the writer knows the technique to deliver a subject to the students. Lecturing is the presentation technique that was used by the writer when teaching. This technique can be called as courier technique. It is the way to communicate with the students while delivering the materials. The last, the writer now knows what to do when teaching English vocabulary for the students in elementary school, especially in the fifth grade. Before teaching, the teacher has to greet the students, check the attendance of the students, motivate, explain, and illustrate the material. Then during the teaching process, the teacher has to be more patient.

The advice and suggestion the writer got from the Job Training Coordinator and school staff improves the writer's knowledge and self confidence. Besides that, in controlling the students, the writer got new experience that the writer has to be patient and distinct. While in delivering the materials, the writer was suggested to be more communicative and to be more blended with the students.

Finally, the writer knows that the responsibility of a teacher is hard. There are so many preparations to teach, one of the preparations the writer should be done during the job training was that the writer had to make summary of the materials and choose good topics appropriate with the condition of the students. The preparations were done before teaching in the class.

During the job training, the writer can conclude that many students want a comfort situation when they are learning English, in other words, they don't want the learning and teaching process giving them a pressure to study hard. One of the ways to ease it, the writer asked the students to do some exercises in the handout. At the same time, it created a good understanding and sense of belonging between the teacher and the students. Usually they are excited to pay attention to the explanation if the teaching and learning process is accepted by them.

4.2 Suggestions

4.2.1 To the institution:

a. The number of book reference should be added in order to make teaching and learning more alive.
b. The advisor is expected to be more helpful so that the writer can improve the teaching English ability.
c. The institution should be more selective in receiving the students who are doing the job training.

4.2.2 To Faculty of Letters:

a. The faculty of letters is expected to provide a reference informing the alternative place of the job training, whether in the companies or institutions.

4.2.3 To English Department:

a. The English Department should give guidance for the students before they are doing the job training and also give the guidance of where the student of Diploma III should be placed; in the companies or institutions. So the students will be easier to understand the goals.
b. The English Department should have cooperation with related institutions in order to make a good path for the students when they are doing the job

training. Besides, a good cooperation with related institutions will give a chance for the students to become their human resources.

4.2.4 To students who will do the next writing:

a. For the next students who will do the job training, it is expected that they can choose another alternative for the place of the job training, so that the student can make a different final paper of the job training.

b. In writing the final paper of the job training, the student is expected to be more active in communicating with the advisor.

c. During the job training, the students who will do the next writing are expected to take a note on all important things to ease them in writing the final paper.