CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the results. Hence, this chapter is intended to conclude what has been discussed in the previous chapter. The writer further would like to give her suggestions related to the study.

5.1   Conclusion

From the results and the discussions, the writer concluded that the expatriate teachers had applied several kinds of teaching techniques based on the taxonomy of language teaching techniques as adapted from Crookes & Chaudron (1991). Since one session only took 45 minutes, the teachers could not apply many kinds of teaching techniques at every meeting. Therefore, one teacher could only apply 38 kinds of teaching techniques while the other one apply 40 kinds of teaching techniques when teaching English during the three meetings.

The writer further got into the details of the study to find the kinds of teaching techniques that they mostly and rarely applied during the teaching-learning activities. She found that most of the time, the expatriate English teachers applied Question-answer, display technique, Question-answer, referential technique and Role-play technique. They seldom applied Warm-up, Wrap-up and Translation techniques.

In general, the teaching techniques that the expatriate English teachers applied were very good and the students' responds during the application of the techniques were good as well. Some media, such as whiteboard, realia, newspaper and pictures were also used to assist the teachers during the application of the teaching techniques.

5.2   Suggestion

The writer ensured that various teaching techniques are very essential to be applied on the teaching-learning process of English as what the expatriate teachers under the study did. Therefore, the writer would like to suggest that all English teachers, both local or expatriate teachers apply various kinds of teaching techniques based on the taxonomy of teaching techniques as their teaching guide in order to improve the teaching-learning process and get good responses from the students. Hopefully, the teaching objective will sooner or later be achieved.

Finally, the writer intended to give her suggestion to the next researchers as the follow up of this study. Since the writer conducted a qualitative study about teaching techniques applied by the expatriate English teachers, she expected that they conduct a quantitative study on the effect of Question-answer, display technique that the expatriate teachers mostly applied. The study is further aimed to see whether the technique affects the students' English achievements significantly or not.

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