

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Teaching learning process is the activity between teacher and students in classroom to achieve learning objective. The teacher should manage classroom and construct cooperation with the students for effective teaching learning process. Good management will increase quality and ensuring the students' pleasure in teaching and learning process. Then, the teacher should have good understanding toward classroom management. As the result, all those essential activity in teaching learning process will be run effectively. Moreover, the teacher is able to deliver the material optimally.

The important elements which should be understood by the teacher for effective teaching learning process are how to communicate politeness with the students. Although, the students has different characteristic, the teacher must keep students feeling when control students' activity or reprimand students' misbehavior in classroom. It is done to create good classroom atmosphere and comfortable during teaching learning process.

In proving that statement, the researcher conducted the descriptive quantitative research in SMPN 2 Padang with the purpose to find out what is the frequency of congruent communication in teaching and learning process. In getting the data, the researcher used three instruments; questionnaire, observation (observation checklist and field note) and interview to add

information about congruent communication which is used by English teacher. There were 38 items of questionnaire, observation checklist and field note that were given and done for the teachers as the respondents. The interview was done to the students.

Based on the research finding, the researcher formulated the conclusion into; the result of questionnaire is the ways of congruent communication was good. But, the result of observation shows that the English teacher applied almost all the ways of congruent communication in teaching learning process in SMPN 2 Padang. It shows by the percentage of the questionnaires between 70 % - 80%, and the categories of the questionnaires are always implemented and often often implemented. Next, the observation checklist and field note show that the four participants implemented the ways congruent communication in teaching and learning process. The last, the interview was done to the students show that all of the students agree that English teacher used congruent communication in teaching learning process. It is because of the students did not feel disturbed. The students felt that the teacher never attacking their personality when English teacher advice or reprimand them, they felt was respected and never gave negative comment for them when English teacher reprimanded the students who make mistake or misbehavior in teaching learning process.

B. Suggestion

After doing the investigation phase in the field and analyzing the collected data, the researcher states insightful suggestions at this point. Firstly, all teachers have to apply communication politely as the key of teaching and learning process and it is part of their important role in teaching. By understanding it, the teachers will realize that their statement to manage and control the classroom will give big impact for students' feeling and their personality. Secondly, teachers also need to know about some supporting elements for effective teaching learning process that will help them in creating good and conducive classroom activities. Thirdly, related to the research finding, the researcher suggests that the teachers must be able to understand the ways of congruent communication for optimal teaching learning process. Overall, this research informs us that by implement congruent communication, the process of teaching and learning can be controlled and managed effectively.