CHAPTER VI
CONCLUSION AND
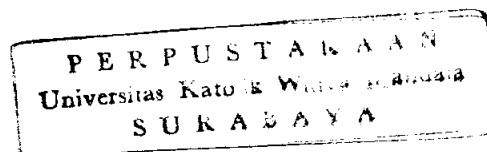# SUGGESTIONS

CHAPTER VI

CONCLUSION AND SUGGESTIONS

6.1. Conclusion

It is important for elementary students to learn phonics in order to be able to pronounce English words correctly. This is to avoid the difficulties they might find in pronouncing English words, since the words have different vowel sounds. The result of this development should be implemented in the real-teaching procedure, but for practical reasons this step is eliminated. The function is replaced by the evaluation process. It is done to evaluate the difficulties, usefulness, effectiveness, efficiency, and attractiveness of the product if it is implemented to the teaching-learning process. Thus, the result of this development is evaluated in the try-out of the product.

Based on this evaluation, the product is revised to meet the intended teaching-learning packages. The revision including the layout of the materials are ready to be used for teaching-learning phonics for grade one and two of elementary students.

With all these procedures of developing the teaching-learning materials, the resulted product is surely in accordance with the expectations of teachers of young learners and grade one and two of elementary students on phonics. The product of this study, hopefully can help teachers to solve their problem of having difficulty in teaching phonics and its teaching materials based on the students' ability and level of learning. Therefore, this product will provide them with a suitable teaching-learning phonics for grade one and two of elementary students.

The product also gives the students an opportunity to learn reading through phonics with fun and ease. They will love learning phonics and will be able to read English words correctly.

6.2. Suggestion

6.2.1. Suggestion for Teachers

In using this product, teachers are allowed to use their own teaching techniques that are suitable for their students. There are no specific techniques suggested to be used in the product as they will restrict the teachers' techniques in teaching.

Teachers can encourage their students to do some extracurricular activities which they can do it at home or other places, such as on the street, at the mall, in a restaurant and so on. Such activities are reading words they can find while they eat in a restaurant for example, such as "rice", "fish", etc., or reading words on the window at a mall, such as "open", "push", etc. Watching television and listening to the words spoken in a cartoon film for example, can also help the students read the words and pronounce them correctly.

Teachers can also make small reading books based on the words learned at school. For example, after the students finish learning certain parts of phonics, short and long vowels for instance, then the teachers can provide them with a small reading book along with interesting pictures. This kind of book can be brought home as the students' reading practice after school. The students should read the book to the parents, then the parents should evaluate and help their children in order to make them read all the words correctly. The teacher should give a list to be filled by the parents that states the students' progress and whether the students' really read the book at home. Then, the list should be given back to school so that the teacher can observe the students' progress at home also.

6.2.2. Recommendations for Further Study

For those who are willing to develop other products using the *'ideal' model for materials evaluation* proposed by Johnson & Johnson, it is better to follow each step suggested by that model. More information can be gathered and used to design and revise the product. Therefore, a better designed product can be made from the development. Considering all the beneficial result of this study, developing materials using the 'ideal' model for materials evaluation proposed by Johnson & Johnson is worth-trying.

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