CHAPTER IV
CONCLUSION, SUGGESTIONS, AND RECOMMENDATION

This chapter wraps up the whole research by describing the conclusion of the research, answering research questions asked in the beginning of the research (Chapter I). The conclusion also leads to suggestions and recommendations given for related sides.

4.1 Conclusion

Questions raised in this research were two questions. The first is asking about the characteristics of interactive learning in English lessons. The second is asking about the development process of lesson plans that can promote interactive learning on writing greeting and invitation cards.

Regarding the first research question, it was found out that the characteristics of interactive learning in English lessons includes eleven main components. The first is about developing, the characteristics start to exist, to grow or change, over a certain period of time, changed to a more advanced. The second is about the lesson. The characteristics are something learned by study or experience, to assist the student's learning process that contains a series of events designed, through reciprocal and transactional communication process. Third is about plans, the characteristics are a method or a detailed proposal of achieving something, contains the relationship between what is now (what is) and how it should be (what should be) related to needs. Fourth is about lesson plans, the the characteristics are a substantive element of teaching practice towards competency development to improve student learning, a framework created by the teacher with their individual style, according to the basic competencies set out in the content standards and syllabus, a structure that explains the beginning to the end of the lesson. Fifth is about promote, the characteristics are a resource and strategy that aims to support the development, encourages people to like, buy, use, do, or support something, to make progress. Sixth is about interactive, the characteristics are

a two-way communication in the form of active reciprocal actions between the people who communicate, enables them to switch roles in the discussions showing the relationship between humans as users or product users, to elicit a reaction between things that work together. The seventh is about learning, the characteristics are a process of changing behavior, an activity that process from not knowing to knowing, to improve performance and future learning, it self-actualization. Eighth is about interactive learning, the characteristics are a learning activity to promote critical and reflective thinking, to research and evaluation skills that will help students take positive action, the occurrence of an effective and efficient teaching, to develop students' mental and intellectual abilities, to achieve learning outcomes. Ninth is about writing, the characteristics are an activity or skill of marking coherent words on paper and composing text, to express ideas, productive and expressive language skills that can be used to communicate indirectly, expresses thoughts and feeling. Tenth is about greeting and invitation cards, the characteristics are greeting card is letters usually decorated with pictures and contain messages, to show condolences/sympathies, congratulations or speedy recovery. And invitation cards is cards written to invite someone, to attend personal or professional special events, a birthday party, wedding party, and farewell party. The last is about Islamic junior high school, the characteristics are a junior secondary formal education unit, makes Islamic religious subjects as basic subjects a minimum of 30% in addition to general subjects, organized by the Ministry of Religion.

Related to the second research question, the process of developing the lesson plan as the product of this study comprises of some components. They are subject, grade level, duration, subject matter, sub material, basic competencies and indicators of competency achievement, learning objectives, learning materials, learning methods, learning media, learning resources, and learning assessment. The lesson plans created for meeting 1 and 2 are divided into 3 stages namely, pre-teaching, whilst teaching and post teaching. The

materials taught are invitation cards in the first meeting and greeting cards in the second meeting.

In sum, the research question one provides a basis for the development of the product. To validate the product, researcher make expert validation instruments. In this phase, the qualitative data contains notes from validators and is in the form of descriptive analysis. The research question two was developed based on data framed by literature reviewed in Chapter 2.

4.2 Suggestions and recommendations

In the conclusion, the researcher give some suggestions and recommendations to consideration, they are:

4.2.1 Suggestions

As this research was conducted in a very limited time, the sequences of research and development were not completely done. For further research, experimenting or trying out the product is needed. In addition, comments from the users were not gathered.

Limited literature could not really support the development of comprehensive research instruments. Further research can be addressed to the more comprehensive literature review for better instrument developments.

4.2.2 Recommendations

For teachers, lesson plan should be developed in such a way involving need analysis so it can cover students' needs. Students, they need to be more active in learning activities so that they can cooperate with teachers in realizing lesson plans that can support interactive learning.