

CHAPTER V

CONCLUSION

5.1. Conclusion

The manner circumstances had not supported the learning-teaching processes since the manner circumstances in terms of the individuals' roles, the teachers' roles, the peers' roles, the roles of the media, and the roles of the location were infrequently written by the teachers. Furthermore, the manner circumstances in terms of the independent problem solving in the learning activities are demanded as it is mostly stated in the teachers' lesson plans.

The manner circumstances in terms of collaborative problem solving are not demanded in the learning activity as it is only stated in 21 clauses from 231 clauses, and mostly the learning activity stated in independent learning. This indicates, the students are given a problem which is in the same level of their developmental level. Besides that, the manner circumstances in relation to the teacher's guidance in the learning processes is explicitly stated infrequently as it is only stated in 14 clauses from 231 clauses. Mostly, the learning processes are not supported by the learning sources as it can be seen that the roles of the media are infrequently written explicitly, as the learning sources is only stated in 4 clauses from 231 clauses. Another manner circumstances in relation to the learning location also mostly did not stated as it is only stated in 11 clauses from 231 clauses.

5.2. Suggestions and Recommendation

For further research on the manner circumstances in relation to the individuals' roles, the teachers' roles, the peers' roles, the roles of the media, the roles of the location in the learning-teaching processes on genre based learning of which transactional, specific-functional, and functional text as reflected in the main activity of the lesson plans, it seems there is a need to investigate the manner circumstances of the learning-teaching processes in the lesson plans' main activity of interpersonal text. So in further, the results will complete the manner circumstances on genre based learning.