CHAPTER V

CONCLUSION AND RECOMMENDATION

The previous chapter has presented the analysis and the discussion towards the finding related to analysis the altruism praxis in each components and in the whole package of teaching and learning English in SMA. Then, this chapter provides the conclusion of the study and offers some recommendation for further study and for teachers, in which the brief description of some underlying characters, background, aims, main finding, and conclusion are presented in the conclusion section, and the recommendations or some suggestions for the further study of altruism praxis in English teaching and learning in Senior High School are presented in the recommendation section.

5.1 Conclusion

This study aims at investigating altruism praxis in English teaching and learning at MAN Karawang. in particular, this study is intended to depict altruism praxis in four components of school, How is altruism practiced in English teaching and learning classroom activities at MAN Karawang; How is altruism practiced in English club at MAN Karawang; How is altruism practiced among school members interaction at MAN Karawang; and How is altruism practiced around school environment at MAN Karawang.

Based on the findings, it can be concluded that MAN Karawang have contributed in altruism praxis in English teaching and learning at SMA by encouraging aspects of altruism, likely empathy; prosocial behavior; and aversive-arousal reduction. The encouragement is presented in English classroom activities, English club, among school member interaction and around school environment.

In English classroom activites, altruism is mostly presented in main stage in form prosocial behavior aspect through Student is being asked the literary meaning of a vocab; Student practices each other in lack of material or pronounciation; Student shares dictionary; Student answers freely teacher`s question toward materials; and Student helps teacher to rearrange their seat before and after learning activities.

The occurence of prosocial behavior aspect in English classroom activities is also occured in school activities, in this case is English show up of English club program. It is realized through Student practices each other in lack of material or pronounciation; Students set the music and scene for background of show; Students carry the properties in and out of the stages along the show; and Student leads to write and translate the script for show-up program.

Different with two other components, altruism is presented among school member interaction not in form of prosocial behavior aspect but in form of empathy. The appearance is presented not only among student and student interaction, but also student and principal interaction and student and other school staff interaction. The appearance of empathy among student and student can be seen through some activities, such as Student shares food with others in break time; Student listens to his/her friends issues; and Student gives related answer to his/her friends` story. On the other hand, the appearance of empathy among student and principal is realized while Student mourns and visits the principal`s place for the death of his father. While, empathy among student and other school staff is realized by Student feel thankful for security`s help after having them across the street.

Turning into last component, which is school environment. MAN Karawang only has two signs or banners that represent altruism. Altruism presented around school environment are only in form of empathy and aversive-arousal reduction through sign to keep doing 5S (Senyum, Salam, Sapa, Sopan dan Santun) and sign and box of aspiration towards school improvements.

5.2 Recommendation

Relevant to the findings of the present study, the researcher intends to propose some suggestions for teachers in related school to build the altruism in English teaching and learning; and for other researchers to develop a somewhat similar study, in identifying the altruism praxis in English teaching and learning. Some suggestions presented are derived from the limitation of this study.

The limitation is focus of this study is too many, there are identifying altruism in classroom activities, identifying atruism in school activities, identifying altruism in school members` interaction and identifying altruism in school environment, thus it is better for other researchers who are interested in conducting this study to focus only on one component of practice, for example is identifying the altruism implementation in only teaching and learning English classroom activities.

Moreover, the limitation of this study is the indicators as the measurement of instrument are too broad, so for other researchers are recommended to construct indicators more specific in related to the components or topic they would like to come up. For example, they would like to come up the issues of altruism praxis in English teaching and learning, so the indicators are more related to English topic not Civic education.

In addition, based on the result, teacher maintains the successfully praxis of altruistic behavior around school environment. Moreover, it is worth to attach more signs or poster in linking to other altruism characters, such as empathy, prosocial behavior, volunteer, aversive arousal and environmental care. Therefore, their goals to create comfortable learning environment and to have worth and reliable students could be obtained.

Turning into recommendation for teachers, altruism praxis can be presented in form of habituating and maintaining the behavior that represents aspects of altruism, which are empathy; prosocial behavior and aversive-arousal reduction. For instance, shares food each others in break time; practices each other in lack of material or pronounciation; and listen and give appropriate responds toward other`s stories.