CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion which is drawn on the basis of the data findings in the preceding chapter. In addition, some suggestions are proposed.

A. Conclusion

1. Theoretical conclusion

    Learning gallery is model of teaching learning use in teaching cross cultural understanding by combining jigsaw and gallery walk technique.

2. Empirical Conclusion

    There are three stages of implementation learning gallery in teaching cross cultural understanding class:

    First stage is the lecturer Preparation in the teaching cross cultural understanding is using lesson plan or course outline. In course outline, the lecturer explains the objective of the course, classroom activities, meeting schedule and evaluation.

    The second stages is implementation of learning gallery in teaching cross cultural understanding by the lecturer has done in two big rounds. The first big round the students learn about the culture of British, then the second culture of Australia. One big round of learning gallery has three steps that should be followed and each doing big round learning gallery the lecturer need six meeting to finish it.

The third stages is evaluating used by the lecturer in teaching cross cultural understanding after implementing learning gallery was self-test and teacher test. Both of tests were applied in the end after the students have learnt culture of one country.

B. Suggestion

Related to the result of the study, the researcher would like give some suggestion for future researchers:

This study is not perfect yet in the intensities time doing the research. It is suggested for the future researchers to conduct research about learning gallery to know whether this learning gallery is effective use in teaching cross cultural understanding or other language courses.