

## **CHAPTER V**

### **CONCLUSION**

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This chapter deals with two parts. The first one is the summary in which the writer gives a summary of the main points that have been discussed in the previous chapters. The last part is about the suggestions which include the suggestions for the English reading comprehension teachers and also the recommendation for further research.

#### **5.1 Summary**

English as the international language has been recognized as the medium of communication or instruction in textbooks or printed materials. In line with this, since the first year of junior high school and even elementary, students are acquainted to all English skills namely speaking, listening, writing, and reading with reading as the main emphasis. It is expected to serve as a basic foundation for students to be able to understand the information given in textbooks or reference books written in English if they continue to higher education.

However, in fact most high school students lack the ability to comprehend a passage. Moreover, this condition is not supported with the way of teaching reading in school. The large size of class makes the teacher unable to focus his/her attention to each student and thus, reducing the students' opportunity to participate fully during the teaching learning process.

In order to overcome this problem, the teacher should be able to encourage the students to actively participate during the reading process and at the same time provide them with the appropriate teaching method which enable them to learn without depending too much on the teacher as what it is intended to be in a learner-centered classroom.

In this study, the writer takes the assumption that teaching reading comprehension through group work can help the students to comprehend the passage better and also encourage them to participate in the classroom.

To prove this assumption, the writer calculates the data obtained during the experiment and finds out that there is a significant difference in the students' reading comprehension achievement between the students taught using group work and the ones taught using the traditional reading technique. The students taught using group work have better reading comprehension achievement than the ones taught using the traditional reading technique.

Besides the calculation above, the writer also calculates the effects of group work on the three types of questions used to measure the students' reading comprehension achievement. The result is that in answering factual questions, there is no significant difference between the scores of the students taught using group work and the ones taught using the traditional reading technique. In other words, we can say that both group work and the traditional reading technique are useful in helping students answer factual questions. However, in answering the other types of questions namely the inference and main idea questions, the results show that the scores of the students taught using group work are higher than the

scores of the ones taught using the traditional reading technique. In other words, we can say that group work can improve the students' reading comprehension achievement better than the traditional reading technique. This happens because in group work, students get more opportunities to participate during the teaching learning process. Their active involvement in the classroom helps them have better understanding of the materials being studied. As a result, the students have better understanding of the content of the passage which enable them to analyze the ideas in the passage more thoroughly.

All of the data during the experiment above are obtained from the second year students of SLTPK Santo Stanislaus I Surabaya in the academic year of 1997-1998.

## **5.2 Suggestions**

This part deals with suggestions for the English reading comprehension teachers and also the recommendation for further research.

### **5.2.1 Suggestions for the English Reading Comprehension Teachers**

There are many ways of presenting English reading materials to the students. The development in technology as well as the development in the world of teaching itself have enabled teachers to create many kinds of materials, teaching techniques, and also teaching learning activities

What a teacher must bear in mind in applying a certain teaching technique in the classroom is the effectiveness of the technique itself to meet the teaching objectives and the students' needs.

In this study, the writer suggests the use of group work in teaching reading comprehension. In applying this technique, the writer suggests that teachers divide the students by using random basis. It is better to mix the less able students and the smart ones in each group. By doing this, the groups will be more effective since the members of each group can help one another in analyzing the passage and solving the problems given. Besides random groups will close the gap between the less able students and the smart ones.

The writer also suggests that teachers should actively and continuously encourage the students to be active and to participate more during the teaching learning process. A class with mixed ability students consists of students with different characters. Some are shy while some others are very outgoing. In this case, teachers should be able to treat each individual student with different approaches. For students who have natural outgoing personality, it may be easy for them to mingle themselves with the others and to involve themselves in the discussion. But for those who are shy and a little isolated, it may be a different experience for them to work in groups. They may have some difficulties at first to mix and to involve themselves actively during the discussion. In this case, the role of teachers is important. Teachers should supervise the flow of each group to know which students have difficulties to participate during the discussion in the group. Teachers should encourage them to express their opinion freely. Even if

they give incorrect answers, teachers should not criticize them but guide them by clarifying the questions being asked or giving the examples so that they get the ideas and can express their opinion. In this case, students will not be discouraged to answer since they feel that their efforts to respond are worthy. In short, teachers can be a great help to put them at ease so that eventually they overcome their difficulties and can enjoy the natural give-and-take and mutual cooperation among the students in small groups.

Finally, the writer hopes that this study will give valuable contribution to the teaching of reading in high school, especially in the second year students, as an alternative way of presenting reading materials in the classroom.

### **5.2.2 Recommendation for Further Research**

The writer realizes that this study is still far from being perfect. In this study, the effects of group work on the students' reading comprehension achievement are seen only from the three types of questions namely factual, inference, and main idea questions. The writer expects that there will be other researchers who will carry out a more thorough study by analyzing the effects of group work on many other types of questions.

As for the treatment which was only given to the second year students during three meetings due to the limited time, the writer also hopes that later on there will be other researchers who will conduct an experiment by using a wider subject or population and in a longer period in order to get more complete and more valid results.

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