

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter is divided into two parts. The first part concerns with the conclusion of the thesis that presents a brief description about previous chapters, and the second part will discuss the suggestion concerning Thomas Gwin's technique for further study.

5.1 Conclusion

In the previous chapters, it has been stated that reading takes an important role in learning English as the first foreign language in Indonesia. Thus, the teaching of English focuses on reading which improves reading competence. In developing reading competence, Thomas Gwin's introduces a technique which uses poem as its reading material. He encourages students' interest through all the language skills in pre reading, whilst reading, and post reading activities.

In improving students' reading skills, English teacher tries new methods which give more interest to the students. Thus, in this study, the writer conducts a technique which is proposed by Thomas Gwin, and tries the technique to teach reading for intermediate learners. This thesis is intended to present some facts how the students learn to read through Thomas Gwin's technique using poems, what the

types of activity that are emerging during the debate, and what the aspect of poem being learnt during the lesson.

In this study, there are some findings concerning how the students learn to read through Thomas Gwin's technique using Emily Dickinson's poems.

5.1.1 How the Students learn to read through Thomas Gwin's Reading

Technique

The first finding is the chaining activities of the students in learning reading using poems. The first activities are the activity of "answering pre reading questions" and "guessing the meaning" which occur when the teacher presents pre reading questions and shows a picture which arises students' interest to predict it. Then, two students try to read the poem and the others listen to them. This activity gives a deeper influence in comprehending the poem. The activity of "answering reading comprehension" is a following step in getting the idea of reading text, so the students try to answer the questions both individually or in a group. In the process of learning, some students repeat teacher's explanation to deepen their understanding on new vocabularies. To improve their pronunciation, some students try to correct their mispronounced words when they read the poem. The activity of "filling in the columns of denotation and connotation" is a following activity after they answer the reading comprehension because in a poem, there are some additional meaning. The students also talk one to another in a group to discuss themes of poems and to prepare arguments in debate. This activity encourages them to express their ideas and opinion to find an agreement in a group. Then, they learn

to debate with another groups to defend their point of view, and this activity develops their speaking skill. Last, the activity of "writing composition" appeals students' experience concerning the topics which relate to them, and they learn to express it in written. In the process of writing composition, the students open their dictionaries and ask difficult vocabularies when they are hampered by some new words in making sentences.

5.1.2 Types of Activities that are Emerging during the Debate

The second finding is the types of activities that are emerging during the debate. They are: 1) telling the students' opinion and 2) telling the students' real experience. The example of the students' expressions that show their opinion and their real experience are:

- a. "For example in getting a job, luck (is) also needed."
- b. "In our study like right now, hardwork is needed, and luck doesn't involve in it."
- c. "But sometimes in examination, I just crossed the answer and I passed."
- d. "In learning English I use books in studying to get a better result."
- e. "In speaking, practicing is important, and not reading."
- f. "Firstly, we learn to listen the other from our parents, then we can speak to other friends. In progress, we are taught to read books and we have some skills from reading books."

From the results of the writer and the questionares, it can be concluded that Thomas Gwin's teaching reading technique is an applicable technique to improve

students' reading skill, and poem can be a suitable material in teaching English reading comprehension to intermediate learners.

5.1.3 The Aspects of Poem being Learnt during the Lesson

The third finding is the aspects of poem being learnt during the lesson. They are: 1)denotation 2)comotation 3)diction and 4)theme. In finding the denotation and connotation meaning, the students learn to predict the answers both using Indonesian and English. They try to guess the words in the context clues, so they develop their reading competence through the process. Diction is introduced as additional element to acquaint the poet's view. In stating the theme, the students learn to make a sentence which contains subject, verb, object and adverb. Thus, they improve their ability to make a complete sentence.

5.1.4 Some Considerations in Using Thomas Gwin's Teaching Reading

Technique

In applying Thomas Gwin's technique, there are some considerations on its shortcoming and its advantages.

Thomas Gwin's technique which includes activities such as discussion, debate and writing assignment consumes enough time to implement its activities.

However, Thomas Gwin's technique brings many advantages to be considered. His technique motivates the students to read and find ideas from their reading materials. Thomas Gwin's technique improves the students' reading competence to comprehend new vocabularies and its pronunciation through reading

poems. Encouragement to the students to speak out in a group discussion and in a debate is also given. This activity will develop their speaking skill. Thomas Gwin's technique which introduces how to write personal experience develops students' motivation to write their experience. This technique gives new input for the students about poem such as the aspect of poem and how to find its meaning and themes.

5.2 Suggestions

This study is just preliminary, and it presents limited evidence about Thomas Gwin's technique on English course students' reading achievement. It has been proved that Thomas Gwin's method has more useful on the teaching of English reading comprehension. Thus, further studies of this method need to be conducted with better instruments and lesson plans.

For the improvement of the teaching of reading comprehension, some suggestion concerning Thomas Gwin's method are given.

1. It is necessary that English teacher use Thomas Gwin's technique to give more varieties in teaching reading to the intermediate English learners.
2. It is suggested that English teachers use other literary works in conducting Thomas Gwin's technique to give more appreciation on 'good writing.'
3. It is essential that English teacher combine and choose other steps of activities of Thomas Gwin's technique beside which were taken by the writer with additional instruments to give more interest to the students in reading.
4. It is recommended that the same topic with other interesting poems be studied using experimental method.

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