

CHAPTER V

CONCLUSION AND SUGGESTION

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5.1 Summary and Conclusions.

Based on the research findings which are presented on the previous chapter, it can be concluded that: 1. the result of the students reading comprehension achievement is not satisfied; 2. the goals of teaching and learning is not achieved. What causes of these problems?

To answer this question, there are three causes which can be identified. There are from the sides of:

- The teacher.

The teachers sometimes too dominate the classroom activities. Or, the one which is called “teacher centered”. It happens because of two reasons. First, there are many subjects that should be taught to the students. On a semester program, the materials to be taught have been structured periodically. It causes the teacher to present a certain type of materials on a certain time based on their schedule which have been reported to the headmaster. Second, there is a fix schedule that should be held based on the time table. It means, when they have to go on to the next materials, they have to do that without wasting too much time to help the slow learners. This condition insists the teacher to dominate the classroom activities, because the teaching and learning process must be held, and a certain material should be presented in a certain time. On the other hand, some students still find many difficulties to comprehend the materials. They need help from the teacher. And, in this case the teacher has to explain it again and again. It sometimes happens until the time is over.

- The students.

Most of the students have little courage and motivation to compete with other students. From the result of the questionnaire, it is said that they will get confused if there are several new words found in a text. As they depend a lot on the dictionary, they will waste much time to look at the meanings. They tend to translate the text word by word. Then, they will feel bored and think that English is difficult.

- The materials.

The first problem is the curriculum. The curriculum asks the teacher to use the authentic materials, but if the teacher uses this one the students will get a lot of difficulties. It is because the lexico grammar, culture knowledge is different from what the students' have. Second, most of the materials that should be taught to the students are not based on the students' needs and interest. For example the materials for natural science program are the same as what the students' of social program have to study. As stated before that the students have little courage to know, it will cause boredom.

5.2 Suggestions.

As the teacher is the most important element in a successful reading class, the following suggested roles in teaching reading are put forward. There are as follows:

- Organizer: the teacher needs to tell the students exactly what their reading purpose is, and give them clear instruction about how to achieve it, and how long they have to do that work
- Observer: when the teacher ask the students to read on their own, give them space to do so. While students are reading the teacher can observe their progress since this will give the teacher valuable information about how they are doing individually and

collectively, and will tell us whether to give them extra time or, instead, move to organizing feedback more quickly than the teacher had anticipated.

- Feedback organizer: when the students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully. It is important to be supportive when organizing feedback after reading if the teachers are to counter any negative feelings the students might have about the process, and, if the teachers wish to sustain their motivation.
- Prompter: when the students have to read a text the teacher can prompt them to notice language features in that text. The teachers may also, as controllers, direct them to certain features of text construction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously.

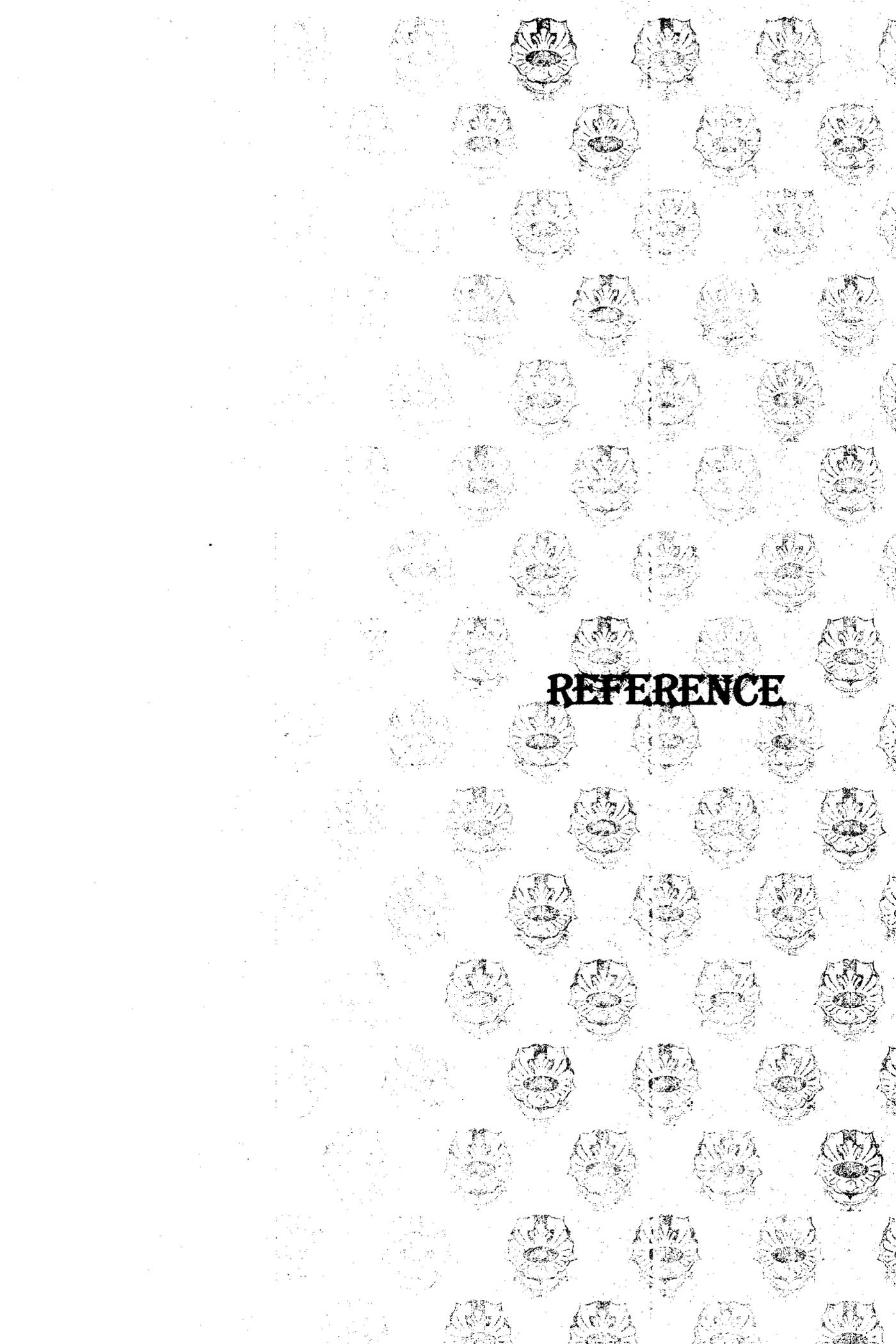
Recommendation.

It is hoped that the findings of this research could give valuable information of how to achieve better results on reading comprehension class for the students of Semen Gresik Senior High School effectively. It is advisable for the teachers and the students to retain important details as the followings:

1. Find the topic and the main idea.
2. Associate details with the main idea.
3. Remember only the important details.
4. Recognize the pattern by which the main idea is developed.

And, it is also advisable for the next researchers to analyze other aspects related to teaching reading. For them who wish to conduct other similar studies it is suggested that:

1. The population and samples should be selected from two or three different kinds of programs (natural science and social science programs or natural science, social science and language science programs) at Senior High School. The results should ensure a significant difference among groups of sampling in terms of their reading abilities.
2. Further research should be designed as an experimental study. It should focus to investigate the students' ability based on different pattern of reading strategies. In other words, there are two different groups involved. Each of them is given the different kinds of treatments: a certain reading strategy is treated for the experimental group, and a traditional method for the control group.
3. Further research should explore the level of difficulty of each indicator. So, the result could inform whether certain indicator was easy, fair or difficult for the subjects of the study. The consequence is, if it is too difficult or too easy, that item test should be revised or put it away.



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