CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

After discussion of findings in chapter four, finally this thesis comes to the last part, that is, conclusions and recommendations. The conclusions, in line with the research questions will be to do with three aspects, namely: 1) "How is the teaching of literature using reader-response at one private university in Sumedang conducted?"; 2) "What problems (if any) do lecturer and students face in the teaching of literature using reader-response?"; and 3) "How do lecturer and students solve the problems?" Moreover, the recommendations will also deal with aspects to be proposed to the institution as the research site as for further research.

A. Conclusions

Data obtained from all sources indicate that the teaching of literature used reader-response approach in the research site was, to some extents relevant to the theory of reader-response theory as suggested by Rosenblatt (1976), and other supporting theory like Purves, Soter, and Rogers (1990). This is particularly to do with the role of the lecturer in applying the principles of reader-response approach to invite students' response. However, concerning the materials given to the students, the lecturer still refers to the teaching orientation than learning orientation which he selected all materials to invite students' response. Then, dealing with the techniques

of inviting students' response, the lecturer still applied limited and inefficient techniques, which he preferred to implement discussion technique almost in the whole meetings.

In terms of the problems, this study finds out that some problems in the teaching of literature using reader-response approach, support the findings of the previous research of the teaching of literature, especially that underpinned the theory of reader-response. Some difficulties faced by the teacher were, namely: teaching-based orientation than learning-based orientation which is lack of efficient techniques; neglects out-bond learning; and lack of identifying students' interest and needs. Moreover, from the perspective of the students, the difficulties were to do with: lack of practice of extended writing; low reading habit of literary work; lack of capacity to interpret literary work; neglect students' creativity; and need ample time to explore initial response to text.

Finally, regarding the solutions to the problems emerged, some activities that the lecturer did also to some extent found relevant with the findings from previous researches. They were: growing motivation of reading literary work; identifying students' interest and needs; thinking aloud; and employing talking and writing strategies. However, there are some solutions still ignored by the lecturer, like embarking out-bound learning; giving guidance to write; and triggering students' creativity in various activities.

B.   Some Recommendations

First, in the syllabus it is stated that the aim of the teaching literature is only to give knowledge and comprehension about English literary work to students. This is inconsistent with the suggestion of Purves, Soter and Rogers (1990). The teaching of literature should promote individuality, understanding and culture. Therefore, the policy maker of the institution should construct an appropriate literature curriculum, in order to expand both the lecturer and the students' knowledge and experience.

Second, concerning the problems of the teaching literature using reader-response, the institution should provide appropriate and comfortable facilities including classroom, teaching tools, books and other sources, so that both the lecturer and the students are easier to access information. Then it should be constructed an obligation to read literary works, for those who become students in this institution. The obligation of reading literary works is classified into three levels of reading from simple literary works to complex ones. Then categorization of reading level should consist of elementary, intermediate, and advanced reading, which is relevant with the amount of literary works for each level, that could be managed appropriately. This solution coincide with Ismail's research finding (1999).

Finally, further research should be conducted in other context and levels of education to appreciate literary work, so that students would have good communication of English in both spoken and written form. Therefore, the teaching of English in the research site should focus on the development and improvement of

students' English. It also suggested that the principles of reader-response approach to the teaching of literature should be applied more comprehensibly, to enable students to develop their imaginative capacity, which of great importance in other context and levels of teaching.