CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter puts forward the conclusions as the answer of the research problems and some recommendations for some relevant purposes. The conclusions are developed on the basis of research analysis and findings taken from observation, interview, and questionnaire. Then, the recommendations are directed to those who responsible, interested and willing to carry out the further study on the same field with the present study.

5.2. Conclusions

In line with the theories, research findings, and the interpretation presented in the previous chapter, then the conclusions of the present study are related to the limitation of the research problems.

For the first research problem, it has to do with the teachers' strategies in teaching reading comprehension. Based on classroom observation data, it can be concluded that the teachers used teaching reading strategies to encourage the students in comprehending the text that formulated in the pre-, while-, and post-reading stages. In the pre-reading stage, they conducted brainstorming, encouraging of using dictionary, discussing on text types, and predicting. Then, in the while-reading stage, they conducted reading aloud, reread to check comprehension and to improve their control of language, direct reading activity, discussing of unknown words, and

74

retelling the text. In the post-reading stage, they created evaluating comprehension in particular tasks, clarifying and justifying the students' answers, asking questions for specific information, reviewing, and assignment and following-up activity.

From the interview before observation, it is found that they proposed the theories of strategy based on their own knowledge and their experiences in teaching reading. Although they proposed some relevant and unique theories, their understanding was not comprehensive yet. It was because of lack of knowledge and experience. Therefore, those three teachers need to learn more theories to enlarge their knowledge.

The next one, from the interview after observation, it is revealed that the teachers' reasons for conducting the strategies are to help their students in comprehending the text selection in reading activity. Although they have their own intuitive reasons for each strategies used, they are compatible with the theories proposed in this present study. On the other words, the teachers' strategies and their reasons are in line with the theories given from some researchers who work at the same field with this present study.

On the one hand, they had done what they did not mention as their strategies in teaching reading comprehension in the first interview. It means that they did not know the theory but they had done it in practice since they had experience in doing the activity in the classroom. They also did partly the strategies mentioned in their concepts. It can be assumed that they did the strategies as theory suggested but they did not how to do it. Thus, this conditions have implicated to their teaching strategies

in the classroom; they did not do the strategies in the well-formed of procedures or steps. So, the three teachers of the present study need to increase their ability in these two aspects; knowledge and experience, to become the skillful teachers.

For the second research problem, it has to do with the students' responses toward their teacher strategies in teaching reading comprehension. Based on classroom data, the students' responses can be classified as the low-level association responses or ill-formed knowledge and also as some prior information about a concept or partly formed knowledge structure. From the analysis above, it can be inferred that in order to get more respective responses from their students and they can understand the reading selection; the teachers of the present study should tell the students about the instructions to some students before they read the text. The teachers should also give some guidance to some other students while they read the text selection.

Then, as found from the questionnaire data, it can be concluded that most of the students believed the teachers used some extent strategies in teaching reading strategies. They realized that besides it was clear enough for them, the teachers' strategies could help them to understand the reading text selection.

5.3. Recommendations

Based on the conclusions above, this study suggests some recommendations which are addressed to the theories' enrichment, the teachers' of the study, the headmaster or the decision makers, and to the other researchers.

For the Theories' Enrichments, the results of this study can be used to enrich the theories of teachers' strategies in teaching reading comprehension. It can be as an additional input although many theories have conducted by some experts in the area of teaching reading comprehension.

For the Teachers: First, they are suggested to enlarge their knowledge by learning some relevant theories which considered as the strategies for teaching reading comprehension. *Second*, they are also suggested to have some teaching trainings in order to get the ideal strategies for teaching the several kinds of text. *Third*, they are suggested to make a framework of teachers' strategies for appropriate texts before teaching practice. *Fourth*, in applying the framework, it is suggested to expose some instructions about the strategy that they will use in teaching reading in order to understand the activity and the reading selection.

*For the Headmaster or Decision Makers***:** *First*, they are suggested to help the teachers of the present study to get some references of theories for teachers' strategies in teaching reading comprehension to enlarge the teachers' knowledge. *Second*, they are suggested to conduct the training activity for these three teachers in order to enrich the teachers' experience in teaching .*Third*, they are suggested to complete the teaching aids, especially for teaching reading comprehension.

For the Other Researchers, the findings of this study can be informed other researchers who want to carry out another research in the same field. It means that the findings can be used by other researchers as the inputs in conducting another investigation with the similar field of this study.