

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 CONCLUSIONS

It is important to use a proper strategy for teaching language skill in language classroom. Using bilingual dictionaries is one of the strategies that can be used by English teachers in their classroom.

This research is aimed to investigate how an English teacher uses bilingual dictionaries in the reading class. The research focuses on how the teacher creates the lesson plans for reading class, how the implementation of using bilingual dictionaries in reading class is, and how the teacher evaluates the learning process. The following are the conclusions of the present research.

1. The English teacher creates lesson plans for reading class based on English curriculum proposed by the government. The teacher plans using bilingual dictionaries in whilst-reading activity. Furthermore, the English teacher can adjust some elements of the lesson plans due to the students' condition and school.
2. The implementation of using bilingual dictionaries in reading class covers these following steps:
 - a. Understanding alphabetical sign;
 - b. Locating the difficult or unknown words or phrase;
 - c. Contextual guessing;

- d. Choosing the right meaning for context;
 - e. Teaching synonym and antonym of words;
 - f. Pronouncing the words;
 - g. Discussing the text;
 - h. Inferring words' meaning by using sense.
3. The evaluation administered by the teacher can reflect how far students' comprehension of reading text learnt during the reading session. The result of the evaluation reveals that 73,65% of the students can pass the minimum standard of the test score.

5.2 SUGGESTIONS

Regarding the findings, discussion and conclusion of the research, there are some points which are important to convey:

1. English teacher should equip their students with dictionary skill so that students can make benefit of using dictionaries both at classroom sessions and as their individual strategy outside classroom;
2. English teachers can also use bilingual dictionaries for teaching other language skills;
3. English teachers can make various evaluation tools to measure students' comprehension towards reading texts;
4. Schools should facilitate students' learning process particularly by providing a lot of learning facilities such as good bilingual dictionaries

5. The present research is only conducted to investigate teacher's lesson plan in reading class, the use of bilingual dictionaries in reading class and the evaluation in reading class. It is highly recommended for the next researcher to conduct a qualitative research on how bilingual dictionaries work for other language skills in teaching and learning process.

