

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part provides some conclusions which are taken from research findings and the second part provides some suggestions for teachers and further study.

5.1 Conclusions

The study was concerned with CIRC method implementation in teaching students' reading narrative text. As stated in first chapter, the study was aimed to find out whether or not the CIRC method improves students' reading ability. The study also investigated advantages and disadvantages, obstacles, and students' strategies to reduce the obstacles from the students' point of view by conducting the interview.

The findings of the study showed that after several treatments, there was significant improvement on dependent variable of students' reading skill in narrative text. It indicated that the CIRC method was more effective than conventional teaching method in improving students' reading achievement of the eight graders SMPN 40 Bandung. It was supported by evidence from statistical calculation and teachers' note during the treatments of the study. In other words, The implications of the findings suggest that CIRC method gives positive reading achievement effects of students' reading narrative text.

According to the findings of the study, CIRC method offers many potential benefits beyond students' reading ability. The benefits include social skill developing, help students to be motivated, saving time, more vocabularies explored. Meanwhile, the students still recognized some disadvantages including clash of the teams, lack feedback from teacher, and opportunity to make distractions. These advantages and disadvantages bring the study to the conclusion that CIRC implementation provides link between social skill development and students' achievement yet CIRC method is not expected as a major teaching strategy.

However, CIRC implementation may be difficult at first. The students found some obstacles during the treatments. The obstacles include difficulty of group interaction, limitation of group task paper, limitation of dictionary, limitation of group tasks time, and too much noise. The most difficult of the obstacles is difficulty of group interaction. The students could hardly work with other team members since they were just commonly working with their close friends rather than chosen by teacher. To reduce the obstacles, the students use some strategies. The strategies include divide group tasks until each member has fair share of work, open dictionary, and help and support each other among team members. Based on other research findings above, the study concludes that CIRC method may require better preparations from teachers in designing teaching material and monitoring students' activities.

5.2 Suggestions

Having accomplished the study, there are some suggestions to purpose. Those strategies go to both of teachers and other researchers. To teachers, firstly, it is recommended to use CIRC method in teaching reading since it is supported by the evidence of research findings. Secondly, it is important to be noted that in presenting CIRC method, they should be well-prepared before conducting the learning process since CIRC method requires well-organized materials. Teachers should also control and organize students properly in order that the teaching and learning process runs effectively. Thirdly, teachers should pay attention to the allocation of the time. It means that teachers should manage some stages of activities with proper time in each of meetings as efficiently as possible. Fourthly, teachers can promote the gain of efficiency of the CIRC implementation not only in reading but other language skills which require narrative/explanation answer such as writing or speaking.

For other researchers, there is also a need for further research to give additional descriptions and to promote gains of relative efficiency of the CIRC implementation in cognitive and non-cognitive aspects. Moreover, if it is possible, it would be more valid if the studies of CIRC could be conducted by true experimental research with naturalistic and well-controlled experimental studies that examine the effectiveness of CIRC method on the improvement of four language skills as well as affective outcomes regarding to recent curriculum employed in Indonesia.