# CHAPTER V
## CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

This chapter contains three parts. The first part is about the conclusions of the research, the second part is about the limitations of the research and the last part is about the suggestions for teachers who are concerned with teaching English, especially teaching reading and the future researchers that will discuss the same topic.

## 5.1 Conclusions

This research was conducted to find out the teacher's approaches and problems in teaching reading, students' opinions on the activities conducted by the teacher and the effect of the activities to the students' reading skills. This study was conducted in one junior high school in Bandung and the participants were an English teacher and a group of students of one class that she taught. Based on the findings, there are some conclusions that can be drawn from this research. With regard to research questions, the data are concluded as follow.

First, the data reveal that the teacher tended to use eclectic approach to teaching reading in that she conducted the activities adopted from bottom-up, top-down, interactive and new literacy approaches in her teaching process. Based on the observation, teacher applied review, brainstorming, preview and pre-reading questions in her pre-reading stages; applied silent reading, reading aloud, questioning, showing some text and discussing the linguistic choices or features, vocabulary study and translating in her whilst-reading stages; and applied follow-up activity and retelling activity in her post-reading stages. These activities are in line with the approaches mentioned above.

Therefore, the teacher admitted that her goal to teach reading was to develop the students' comprehension through the mastery of vocabulary. It means

that she believed that the students must master vocabulary before they could be able to get comprehension of text that they will read. For this belief, she conducted some activities above in teaching reading and tried to emphasize the importance of mastering vocabulary to the students.

Further, there were some problems that the teacher faced in teaching reading. First of all was the students' lack of participation during reading activity. Based on the data from observation, it was clear that not all students participated during reading activity in the class. There was also a tendency that male students were more active than female students. The teacher also admitted this case was a problem in her class.

Then, the teacher seemed to have problem in EFL knowledge. She refused to show her lesson plan to the researcher. Then, her teaching process was also teacher-controlled teaching. Consequently, she talked much more than the students. This might happen because the students did not actively participate in the class so the teacher might think to explain much more. Further, she employed many activities during teaching reading in a meeting and did not focus on certain activities that can be used to develop students' ability. For example, teacher used brainstorming, silent reading, pre-reading questions, vocabulary study, questioning, translating and retelling activity in a meeting (Observation 1, February 18, 2014).

Moreover, the teacher also highly emphasized the importance of vocabulary during the class so it seemed that her teaching process was vocabulary-oriented. She included vocabulary activity in some activities that she used in teaching reading. For example, she included vocabulary study in questioning activity, reading aloud, translating, showing some texts and retelling activity. She also asked the students to find certain verbs and translate them into Indonesian. Furthermore, full English use in teaching process was also the

problem in this study. Since the teacher mainly talked in English, the students admitted that it was hard for them to understand the lesson when the teacher used full English in the class.

Therefore, based on the data from questionnaire and interview, the students actually had positive opinions on reading activities applied by the teacher in teaching reading. They admitted that they understood when the teacher taught them by using some activities that involved media (picture and PowerPoint) and the students themselves. The students admitted that some activities were interesting, fun and challenging. However, there were also some students that had negative opinions on the activities. They felt embarrassed when the teacher corrected their mistakes directly in front of their friends. They also had negative opinions because the teacher often used full English during teaching and it made them feel confused of the lesson. These opinions imply that the activities were actually good and interesting for teaching reading but the teacher needed to adjust the activities to the students' condition and needs.

## 5.2 Limitations of the Research

There are some limitations of this study. First, this study only observed one teacher so there were no other teachers that can be used as the comparison. Second, there was no lesson plan or syllabus from the teacher that can be used to help analyze data because she rejected to show these documents to the researcher. Third, since the role of the researcher was as a non-participant observer, the researcher was not involved in preparing the material and test. As a result, documents for analyzing the influences of teaching reading activities to students' reading skills were purely taken from the tests conducted by the teacher. It means that reading skills analyzed were only the ones tested in the examination.

Nevertheless, the researcher used triangulation strategy in collecting the data to deal with the limitations above. The data were collected by using

observation, questionnaire, interview and document analysis. The data were recorded by using video tape and observational protocol. Data from questionnaire were checked and validated by conducting interview.

**5.3 Suggestions**

Regarding the results of the research, the teacher should consider the roles of curriculum, syllabus and lesson plan in teaching reading. These will help the teacher prepare and teach well in the class and improve the students' ability in reading.

Further, since the activities applied in teaching process have big influences on students' reading ability, it is highly recommended that the teacher can apply the appropriate activities in teaching reading and adjust it to the students' needs and condition. This means that she should consider the students' ability and needs before applying certain activities. She should also understand the theoretical knowledge of teaching like knowledge about teaching approaches, strategies and techniques. Additionally, teacher also needs to review and improve her application of the activities so the students will actively participate in the learning process. Then, the teacher should not always teach in English but sometimes she should use students' first language because not all students understand English.

Moreover, the teacher is suggested to be able to compose well-designed materials and exercise that can lead the students to become critical readers. Then, in order to make teaching process runs successfully, she should prepare the material and media before teaching and make sure whether the material is available and safe and the teaching media works properly.

Furthermore, since the teacher has known many activities to teach reading, it is very recommended that she gets training for English teacher. It is expected that the training can make the teacher know how to apply the appropriate activities

in a suitable situation. Therefore, the training can also increase the teacher's ability and can improve her teaching later.

Lastly, for other researchers who want to conduct the same study, it is suggested that they conduct the study in deeper and more comprehensive ways so the result of the research will be more complete.