

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions of the study and some recommendations. These conclusions of the study are built up based on the data analysis which is discussed in Chapter Four of this research report. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning the same issue. Finally, the recommendations are addressed to those who are interested in implementation of *Reading to Learn* program in developing students' writing ability in Indonesia in general and in the site in particular.

5.1 Conclusions

The conclusions of this study will be revealed based on the data presented and the research questions addressed in the preceding chapters: in what ways that *Reading to Learn* program can help students develop their reading and writing ability, and the implementation of *Reading to Learn* Program in teaching Factual text, and the students' opinion towards the implementation of *Reading to Learn* Program.

First, regarding the implementation of *Reading to Learn* Program, the program has been succeeded in some ways, even though there are some limitations. The study revealed three findings: the first one is the students improved their writing skills in schematic structure and linguistic features, which the students wrote in clear elements of factual text. Second, the teacher had used scaffolding interaction cycle in all stages of *Reading to Learn* Program. As the confirmation for the implementation of *Reading to Learn* Program, three students' factual essays in *Independent Writing* which represent students' achievements (low, middle, and high achiever students) were analyzed. The students' factual texts show that all students had been able to include the obligatory elements in their writing (*Orientation and Life Stages*). Unfortunately, most of the students still made

grammatical mistakes in their factual texts. In this case, the teacher needs to give more intensive support to the students in terms of linguistic features areas such as sentence making, spelling and sentence writing (Rose, 2008). The last is that there are positive responses from the students towards the implementation of the *Reading to Learn* program. The first finding revealed that the students improved their writing skills at the level of text. Before attending *Reading to Learn* program, the skill of the students' writing in appropriate schematic structures and linguistic features were not shown. It indicates that learning to construct the text explicitly from the model text as in six stages of *Reading to Learn* Program had given appropriate scaffolding for the students to write in clear schematic structure.

In short, the data presented in this study has shown several aspects that the teacher needs to pay attention to the implementation of *Reading to Learn* Program. In addition, this study also supports the previous study conducted by Rose (2006) that the students will have more development in their writing after following this program (see Rose and Acevedo, 2006a). As presented in the data of this study, compared to the students' diagnostic writing, the students had been able to include the obligatory elements of factual text in their *Independent Writing*. However, the students' factual texts still show that the verbalization of the students' ideas is less explicit due to their limited background knowledge in English grammar.

5.2 Recommendations

In line with the topic under discussion which is about the implementation of *Reading to Learn* Program, there are some possible recommendations for further research which have to do with the teaching of teaching writing are worth trying especially by the teacher in the research site.

First, as the scope of the implementation of *Reading to Learn* Program in this study was limited only on teaching factual text, further researchers are expected to deal with more texts types, such as descriptive text, procedural text, and narrative text. Second, this study also suggests giving more intensive support in *Sentence*

Making, Spelling, and Sentence Writing (see Rose, 2008). It is hoped that by giving more intensive support, students' number of grammatical mistakes in students' writing can be minimized.