

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This is the last chapter of the study which consists of two parts. The first part puts forward the conclusions on the basis of the findings and discussions and the second part is the suggestions for further research.

5.1 Conclusions

Based on the results of data analysis in chapter four, it can be seen that paired reading, especially classwide peer tutoring paired reading program (CWPT paired reading) was appropriate to be applied in teaching reading comprehension in EFL classroom. The result was supported by the findings from all research instruments including classroom observations, open-ended and close-ended questionnaires, post activity quiz results, and student interviews. The findings also supported the previous study conducted by Mathes, Fuchs, Henley & Sanders (1994), Topping (1997), Gardes (2000) and Giraldo (2015).

In conclusion, the implementation of this strategy improved students' reading score up to 5,54 points (4,64%) in each session on average. In other words, the result showed that paired reading strategy continually demonstrated positive result to improve students' reading skills. The findings were supported by the data from open-ended questionnaires, close-ended questionnaires, post activity quiz, and student interviews. In addition, the findings also revealed that the use of narrative text in paired reading session increased students' motivation and enjoyment..

Moreover, the result of the study showed that most of the students reacted positively toward the study. Based on the score in continuity scale paired reading activities were favorable for EFL students. Moreover, the data indicated that most of the students supported the implementation of paired reading in their classroom.

As this study involved small-scale participants and short time research, the holistic understanding of teachers' attitude toward the implementation of the strategy could not be discovered. In addition, since the research only covered several aspects only, this research does not provide generalization.

5.2 Suggestions

The present study has already revealed the implementation of paired reading strategy in the form of CWPT paired reading activities. As mentioned in previous chapter, paired reading strategy has many types of activities, therefore, researcher recommends that further researcher analyze on the implementation of different types of paired reading activities. The researcher also advised to investigate whether paired reading strategy is effective while using a spesific type of text other than narrative.

For further research regarding CWPT paired reading startegy, the study can be directed toward how teachers respond to the impementation of CWPT paired reading strategy and how to prove the flexibility of this strategy.

As stated in chapter two, the writer could not find any comprehensive study regarding paired reading strategy in Indonesia, therefore the writer strongly recommends other researchers to take part in this study since the implementation of paired reading strategy in EFL classroom showed many positive results. Finally,. Tte writer also recommends finding other problems of teaching strategies and trying to apply it in the larger sample. To this end, involving more participant and longitudinal research are more recommended to carry out.