

CHAPTER V

CONCLUSIONS AND RECCOMENDATIONS

This chapter comprises two main parts; the first section elaborates the result of approach, design, and classroom procedures that have been used and the effects for the teacher and students in implementing those principles in practical application in EFL classroom. The second section shows some recommendation for further studies in managing approach, design, and classroom procedures in EFL classroom.

5.1 Conclusions

This research is directed to seek approach, design, and classroom procedures and those effects in EFL classroom. This research conducted two research questions: (1) What method and classroom techniques can be drawn from a teaching reading in an EFL classroom? and (2) How are the method and classroom techniques executed to have highly students' reading comprehension in an EFL classroom?

There are three major points concerned in the first research question. According to observation, interview, and lesson plan documents, the respondent used scientific approach to teach reading skill for senior high school level. Scientific approach is suitable to be used in classroom language in Indonesia setting, because by using scientific approach, the students would involve on the learning process. Moreover, the respondent can share his thoughts and material activity along with the students.

Furthermore, based on observation instrument, the respondent used PQRST classroom design which suitable with scientific approach. PQRST stands for preview, questions, read, summarize, and test. Preview activity begins with questions created by the respondent to check student's theoretical background about particular topics or burning issue in Indonesia recently. Then, the respondent asked the students to be more critical in the beginning of the lesson by creating simple questions related to the topic or issue. After managing preview and questions activity, the respondent continues with

read the text. It is flexible and depends on the situations. In this present study, the respondent asked some students to read the text from the textbook paragraph per paragraph and after reading each paragraph, the respondent summarized the students whether they found any difficult words from the text. The last activity is test. It can be anything depends on the situation and necessity of the form of the test is taken by the teacher. In this research, the respondent asked the students to fill and answer the questions from the text book. After that, the students made synonym questions that should be answered by their friends. And also, the students challenged their friends by asking the meaning of particular words from the text and translated into Bahasa Indonesia.

The third is classroom procedures. The respondent used original classroom procedure that has been recommended by the government. The respondent applied opening, main, and closing activity on his classroom procedure in teaching reading. The main activity is fulfilled with PQRST design in order to make the class become livelier and the students be active to involve in learning process.

Furthermore, the significance of using scientific approach, PQRST design, and 2013 curriculum classroom procedure really made the students more focus on learning reading comprehension. Live and active classroom activity creates a different situation that both the students and the respondent are filling each other. The respondent provided some classroom activities and the students applied those activities into a livelier and interesting learning package of reading.

5.2 Recommendations

The present study is intended to reveal the respondent approach, design, and classroom procedure applied in EFL classroom. Those principles can be used as comparison with the other approaches, designs, or classroom procedures to find out the effectiveness of using those principles. Moreover, it is better for the respondent to choose one principle in order to narrow the focus of study by adjusting with another case or issue.

Furthermore, investigation the significance between national examination and reading comprehension in senior high school level would be interesting to be researched deeper. In some ways, senior high school students are having difficulties in maintaining the time, understanding the meaning, and another problems in finishing reading comprehension part. It is not only the need for proper strategies to enhance students' cognitive level in implementing reading comprehension exercise, but also students' mentality. They should be ready, focus, confident, and have faith to do the exam. Therefore, the teacher should prepare some strategies in whole aspects of teaching reading comprehension for national examination.