

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Opening Remarks

This chapter consists of two parts. The first part is the conclusions drawn from the study. The second part is the suggestions addressed to the teachers who are concerned with teaching English, particularly with the teaching of reading and the future researchers who are willing to conduct the same study.

5.2 Conclusions

This thesis reported the results of a study of the teachers' techniques in teaching reading in three levels of classes: acceleration, international and regular class. Based on the research findings, as discussed in the previous chapters, there are some conclusions that can be drawn from this study.

With regards to the research questions, the results of the study are concluded as follows. First of all, regarding the first research question related to the teachers' goals in the teaching of reading, the data in this study indicate that the teacher of acceleration, international and regular class have the same goals. Their goals in the teaching of reading are to enable the students to understand the meaning of the written texts and the rhetoric steps accurately and fluently, to answer the comprehension questions correctly and also to make a connection between the text and the students' contextual situation. To some extents, these goals are in line with the goals of the Competence Standard and Basic

Competence for Reading in English subject for Senior High School as required in the curriculum of KTSP.

However, the actual practice in the classroom shows that the teachers' goals in the teaching of reading were focused more on students' understanding toward the text. The goal of reading to make a connection between the text and the contextual situation, as also required in the curriculum and in the goals of reading as social context, seemed to be neglected by the teachers. This situation appeared because the teachers have to prepare the students to face the English tests, especially the test for the National Examination. In the examination, reading takes the biggest part in the test, that is 35 questions out of 50 questions, or in other words, 70% questions related to reading comprehension. As the result, the process of making a connection between the text and the students' contextual situation was not implemented in the classroom practice.

Moreover, the goal of teaching and learning for international and acceleration class as expected in the requirement for the School with International Standard (SIS) did not implement in the class situation. The activities of reading were concerned more on the text that made the students not fully engaged in the reading activities – taking turns reading aloud or listening to their teachers and the type of the questions is not challenging because the type of the question is merely on the informative one. Meanwhile, the requirement for the standardization of SIS expects that the teaching and learning process in acceleration and international class develop the sense of curiosity and wonder, opened to the new probabilities; facilitate the freedom of creativity, and experimental approach. Also, the medium

of instruction in teaching and learning in SIS is global language (English), and use the various education media especially using the modern technology (i.e: notebook/laptop, LCD, and VCD). Therefore, the teachers should focus not only on the ability to understand the content of the written text itself, but also on the ability to draw meaning of the written texts, so that there is an interaction among the students' prior knowledge, the text and the context in situational contexts and social expectations as expected in the curriculum for the international standard school and in the goals of reading as social context. Further, the teachers also required to develop the type of comprehension questions that enable the students to give their personal response critically so that the students possess the good competitiveness ability, as also required in the system of fostering school with international standard.

In addition, the study also found that there are differences among the teachers' goals, the lesson plan and the actual practice in the classroom. The teachers mostly focused on the pragmatic one. To them, the process of teaching and learning is adjusted to the classroom situation rather than to the lesson plan since the lesson plan is a copy from their peers' works. According to Li- Juan (2007), the situation indicates that the lack of theoretical knowledge about EFL methodology possessed by the teachers affects on the situation where they usually have little idea about how to plan a lesson regularly and systematically. As a result, there are differences between the teacher's plan and the actual practice in the classroom. This situation is similarly described in the research findings reported by Wallace (1992) and Li-Juan (2007). Due to the findings of this study,

it is imperative for the teacher to consider the role of the curriculum, the syllabus and the lesson plan as guidance in implementing the teaching practice in the classroom activities.

Secondly, to do with the second research question on the teachers' techniques in the teaching of reading, the observation results describe that the three teachers did not apply the whole steps of pre-reading activity as suggested by Wallace (2001), from which this study has been drawn, that cover establishing a purpose for reading, activating and building background knowledge, and previewing. It happened because of the limitation of time allocation for reading. That is why the three teachers considered that it was not necessary to conduct many activities in the pre-reading stage. This finding indicates that the teachers need to improve their capability in managing the time allocation for the activities in the class. Due to that fact, it is important for the teacher to have good teaching time management in conducting the classroom activities.

Further, for whilst-reading activity, the findings in the present study are supported the previous studies related to reading techniques in EFL classroom which were conducted by Wallace (1992), Surong (2002), Li-Juan (2007). In line with their findings, the results of the observation show that comprehension questions and vocabulary become the main concerns of the teachers in the whilst-reading phase. On the other hand, Wallace (1992) suggest that it is imperative for the teachers to teach not only decoding skills, fluency, prior knowledge and new vocabulary, but they also should be able to motivate and engage students with the text in order to improve reading comprehension. Therefore, the teachers on this

study should improve their techniques in the whilst-reading phase, especially in developing and varying reading materials and tasks that make the students actively engaged in the classroom activity.

The observation results also show that there were two techniques which are similarly applied by the teachers of acceleration, international and regular class in whilst-reading phase namely 'Question-Answering Technique' and 'Vocabulary Instruction Technique'. Specifically, there were four techniques applied by the three teachers in three different classes, namely: Question-Answering Techniques (Edmondson, 2006), Question-Generating Technique (Edmonson, 2006) in the form of Comprehension Questions, Vocabulary Instruction Technique (Closs, 2006), and Recitation (Muskingum College-Center for Advancement and Learning or CAL). For post-reading technique, in the acceleration class, the teacher applied 'Reviewing'. In international and regular class, both of the teachers did not apply the post reading activity. These findings indicate that the teachers could not yet develop and vary the technique in the teaching of reading. Due to that fact, trainings for the teachers is really needed in enhancing the teachers' ability in teaching practice, particularly in the teaching of reading.

In addition, it was also found that from *Four Roles/Resources of the Reader* developed by Freebody and Luke (1990), the focus of reading activity in the three levels of classes only lead the students to become 'Text Participant' who are directed to comprehend the text through comprehension answering activity. On the contrary, the teaching of reading should lead the student not only to be a

reader but also be a critical reader who is able to link the text to his daily life context (Wallace, 2001) and be a text analyst who is able to develop a critical response to the text (Freebody and Luke, 1990).

Due to that reason, it is a time for the teachers to develop their teaching technique which can lead the students to have strengthened reading skills that offer them a wide range of interesting information as well as a variety of language expressions and structures which are of great usefulness for developing other language skills.

Third, the results regarding the teachers' problems encountered in reading class, as mentioned in the third research question, show that there were some problems faced by the teachers. The problems are the teaching time allocation, development of additional materials and lack of enthusiasm showed by students in learning reading. To overcome these problems, the teachers' efforts are really needed. Based on the result of this study, one of the solutions is to improve and vary the techniques in the teaching of reading.

Fourth, based on the fourth research question regarding the students' perceptions on pre-, whilst- and post-reading activities conducted by the teachers in reading class, the data show that the students perceive the techniques applied in reading class differently. The students generally consider that there should be improvement in varying the reading activities, materials and exercises in reading class in order to get the maximum result in the learning of reading. The students also expect that their teachers are able to create materials, tasks and exercises of reading that can assist them understand better what they read, such as by

developing reading comprehension questions that cover the explicit, implicit and applied questions.

Overall, the findings show that there are no significance differences among the three different levels of classes regarding the goals and the techniques in the teaching of reading. The class of acceleration, international and regular applied the same lesson plan, teaching materials (handbooks) and instructional media (chalk and board). This indicates that in the real field, the process of teaching and learning the three levels of classes are the same and have not yet fulfilled the criteria for the international standard school (as explained in chapter 1). In fact, the difference only lies on the duration of finishing the study and the teaching period of the English subject. This means that the school in which the study was conducted needs some improvement in implementing the educational system as required in the system of fostering of school with international standard.

It is really a hard work for the government and for all elements who are involved in the educational matters (the principals, the teachers, the students and also the society) to improve the international standard school to have the international standard one that can equip the learners to have the international level so that the grad have international competitiveness ability, as required in the system of fostering of school with international standard. Teachers, as the most important elements in the process of teaching and learning need to improve themselves to have the good capacity in implementing the international standard school. Some trainings, workshops, seminars are imperatively needed to enhance the teachers' ability in improving the goals of the international standard school.

5.3 Suggestions

Regarding the research result, it is suggested that English teachers, who are teaching reading, consider the role of curriculum, syllabus and lesson plan as guidance in teaching reading and implementing it in reading class for the improvement of the teaching and learning English especially in the teaching of reading.

Further, from the study it was found that teachers' techniques in teaching reading give great influence to the situation in the class, therefore, it is suggested that the teachers have sufficient capability in selecting the appropriate techniques which are relevant to the students' needs and in selecting various types of teaching techniques in order to avoid monotonous activities in the reading class. Moreover, the teacher should also enable to create well-designed reading materials and exercises that can help the students interact with text critically and intelligently to create or construct meaning, such as by creating well-designed comprehension questions that lead them to be critical readers.

In particular, trainings for the teachers, especially for those who are teaching in international class, are really needed because it can improve their ability in the teaching practice, especially in the teaching of reading. Therefore, the role of the government in conducting trainings for the teachers, such as seminars and workshops is really imperative to enhance the teachers' ability, especially the teachers of the international standard school.

Finally, for other researchers who are willing to conduct the similar study, it is suggested that they conduct more comprehensive research on reading class to

find out the appropriate techniques in teaching reading in every level of school especially for SMA level.

