

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER RESEARCH

This final section reports the conclusion and limitation of the study and proposes some recommendations for further related research. The conclusions and limitations of the study are drawn based on the discussion elaborated in the previous chapter. Meanwhile, recommendations are proposed based on some limitations in the current study for the betterment of the similar studies in the future.

5.1. Conclusions

The CDA-based reading teaching program incorporated in this study has resulted in students' critical reading improvement in general. This conclusion is mainly drawn by looking at the implementation which includes two phases. The first is preliminary phase comprising several stages. They are the introduction of the teaching program, the joint decision of the topics for reading, the distribution of diagnostic test and the performance of preliminary questionnaire. The second phase is the teaching program covering stages of explicit teaching of CDA-based guiding critical questions and SFL-related framework for critical reading and the teaching of critical reading itself. Following Wallace (1992a; 1992b), the teaching of critical reading is divided into three activities: pre-, while, and post-reading activities.

The success of the teaching can also be identified from some sources of data, mainly classroom observation and progress test. Students' discussion based on the guiding questions went lively both in the group and classroom discussion. Most of them were also able to provide relevant responses to the questions. Additionally, students' improvement was also signified by the active participation of those who were considered as passive students before the teaching program was carried out.

In line with the above conclusion, the teaching program has a greater positive influence towards the promotion of students' critical reading. Not only from the researcher's observation and the result of test, the complementary data from students' reflective journals as well as post-program questionnaire also reveal their confession that the course had improved their reading habit and more importantly their critical reading. They also realize that being critical in reading is of paramount importance in the current era since there are wide range of information nowadays that should be well-selected. Nevertheless, there is a negative effect the program has on the students that some of them tend to be judgmental in evaluating the texts.

Regarding students' responses towards the teaching program, data from students' reflective journals as well as post-program questionnaire reveal students' enjoyment during the teaching though there was time they felt bored and tired since the situation was not really supportive. Some students also confessed that the techniques applied by the researcher were new for them and regarded better than the previous reading lessons they have taken. It indicates that the way CDA's principles implemented in the teaching is significant to promote students' critical

reading. Finally, students' positive responses are also completed by their suggestion to the teacher to give grammatically easier texts and include Indonesian texts and literary texts.

5.2. Limitations of the Study

The limitation of the study includes: First, the absence of co-researcher becomes one particular drawback mainly in the process of collecting data from observation. It was felt that the researcher's agenda during the teaching was quite dense as she should teach and, at the same time, jot down the dynamics in the classroom. Moreover, the study involved 31 students which is categorized as big class. As a consequence, not every individual performance of the students could be evaluated. To anticipate this, the researcher simultaneously took notes anytime there was pause in teacher students' interaction as they have individual or group activities and directly complete these notes at the end of each session while recalling anything took place during the teaching. The second is the fact that the research involved the researcher as participant observer and the absence of second opinion to assess both students arguments and activities are open to possible subjective evaluation of the researcher.

5.3. Recommendations

Based on the limitations of the study drawn above and in order to have better teaching practice in the future, it can be recommended that the presence of co-researcher becomes prominent to assist the researcher to do the observation particularly in the teaching of big class as well as to produce more objective

assessment of students' activities. Secondly, the materials presented to students can be made more varied and might include the use of literary texts as it was suggested by the students in this research. Third, the teaching can be made longer following the curriculum for tertiary educational level in which there are around 16 sessions within one semester including for tests. Thus, the teaching can really represents the real situation and later can be directly adopted in our teaching. Further researcher can also redesign the instruments to meet the requirements of action research. Lastly, since the incorporation of CDA in the classroom practice is still rare, it is highly encouraged for further researchers to implement this in other language subjects.

