

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections: First, the conclusions of the research conducted based on the research questions as raised and explained in the first chapter. Second, the suggestions addressed to English teachers, headmasters and the researchers who are interested in doing further research on teaching reading.

5.1 Conclusions

Considering that the present study has been completed, three major conclusions related to the research questions raised in the first chapter can be drawn. The first research question concerns the improvements of the students' reading comprehension using interactive read-aloud strategy. It was found that the students' reading comprehension activities improved in four areas, i.e. test results, meaning construction, motivation, and word definition.

The second research question concerns the teacher's problems in teaching reading through interactive read-aloud. It was found that the teacher's problems stemmed from six areas, i.e. psychological block, explaining words, question use, guiding, giving motivation, and controlling.

The third research question concerns the students' problems in reading comprehension through interactive read-aloud. It was found that the students' problems stemmed from seven areas, i.e. motivation, semantic miscue, oral skill, syntactic miscue, graphophonic miscue, drawing activity, and interpersonal problem.

It can further be mentioned that interactive read-aloud is effective in supporting comprehension and vocabulary development. Besides, English learners are supported in refining their reading and speaking skills.

The discussion of characters, setting, and description that is involved in interactive read-aloud provides shared understanding and vocabulary that helps English language learners stretch their linguistic abilities. It seems that students who frequently listen to books read aloud have a more extensive vocabulary than those who do not.

In addition, the application of interactive read-aloud needs adjustments. The adjustments are related to the teacher's teaching and the students' reading comprehension abilities. The teacher's ability refers to the ability to explain new vocabulary to the students. The teacher should choose new vocabularies that are at the level of his ability to explain. Meanwhile, for the students, the reading material and tasks assigned should be at the level of their capacity. Therefore, reflection is very essential element in order to find the right adjustment either to the teacher or the students.

5.2 Suggestion

Based on the research findings, some suggestions will be directed toward the English teachers, headmasters, and other researchers.

First, English teachers must keep them abreast of teaching trends and issues. One of ways is by implementing interactive read-aloud to improve students' reading comprehension. With this strategy, English teacher can maintain learner interest and motivation. This is not to say that teacher should stop using other strategies like bottom up and top down; clearly, such strategies still serve their purposes nicely. Rather, it is to

suggest that judicious use of a combination of both such strategies and the strategy proposed in this study is desirable. Such a combination can help learners develop more efficient reading skills and ensure that any potential gains are not hampered by every teacher's enemy-monotony. The English teachers should always reflect and evaluate the teaching-learning process, and feel the changes happened both positively and negatively. Teachers should be more creative in making teaching process interesting and challenging for students.

Second, to headmasters, it is better if the headmaster always monitor the problems occurred in the classroom, or in general. The headmasters should give motivation and support to the teachers on effort, and creativity to solve the problems. It is hoped that the headmasters' policy will best fit to the teacher's and students' needs.

Third, to other researchers who are intended to conduct research in teaching reading comprehension, this study hopefully can give contribution. The fact many junior high school students still have problems in their reading comprehension. Therefore, it is suggested that other research focus on teaching reading comprehension in ways that enhance students' reading comprehension. By doing so, it is hoped that the results of the study can enrich and update English teachers with varying teaching strategies.