

BAB 5

CONCLUSION AND SUGGESTION

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5.1 Conclusion

The teaching of English as a foreign language in Indonesia has put its stress on reading comprehension skill. Thus, in almost all high schools and English courses, reading comprehension skills have received the biggest portion besides other skills (listening, speaking, and writing). It is obvious that in this globalization era, people need to deal with information in many ways, they have to take it and use it in order to keep up with the developments in all fields of life. Thus, at least reading in English as an international language is needed for most information are generally written in English. Nevertheless, reading in English language is not an easy skill to study. People might know how to read, even with good pronunciation, but, they often deny the fact that reading without comprehension is a vain thing to do. It is just like a person who walks without any intention, they just read for nothing. Consequently, they will never learn to make judgement about what they read. Practically, they just do not realize whether anything that they read is really useful for them or gain advantages for them or not.

Based on the above circumstances, beginning from the scope of education, wherever English lessons are programmed, maximum efforts of the teachers have to be considered seriously. It does not mean that teachers have to be the “conductor” in all parts of the sessions, but they have to, at least, master some skills of teaching and

arouse the students' interests or motivation toward the reading passage. Besides that, this kind of activity is done in order to introduce the students to the new material that they are going to discuss.

b. In Whilst-reading Activities :

In this phase, the teachers use some techniques that can help the students to master or to understand the reading passage. The techniques of finding the main idea of the paragraph(s) teaches the students to understand some important points in the passage, so that they understand what the passage is about. In order to make this main idea(s) identifications easier, the teachers usually ask the students to find out the details in the passage.

In addition to that, the teachers also explain certain vocabularies that are mentioned in the reading passages. Usually, this activity is done through giving exercises, like : finding the synonyms and/or antonyms of certain words, fill in missing words, etc.

Sometimes, the students are also asked to guess the meanings of words. This is done by asking the students to see the context. Through this kind of activity, the students will be able to avoid using dictionary too often.

c. In post-reading Activities.

The teachers realize that it is important to reinforce the students after they complete their tasks in the class discussion. Therefore, the teachers give exercises that are mostly done individually. These exercises are in forms of :

context. By doing this, they will learn not to be too dependant of translation or even using dictionary all the time

2. Reducing the pronunciation drill to the students in every reading lesson. It is time-consuming and distract the students from achieving the main objective in reading comprehension lesson (to comprehend the passage), not only reading in a good way mechanically.

3. Giving more exercises of Critical Reading techniques as suggested by Dubin, such as :

a. Recognizing the author's point of view.

It is important for the students to do this, especially because the reading passages are usually in forms of bible stories. They need to know where the writer tries to lead through the exposition of the story.

b. Making evaluation on the author's point of view by the support of facts (for example, facts that are found in the bible).

c. Strengthening the students' judgements towards the author's idea by giving their own opinions, so that they are able to express their own ideas.

However, the writer admits that these techniques are rather difficult to do, since they belong to a higher level of reading skills. Thus, it is better if the teachers to give a hand to the students if they want to introduce the students to these Critical Reading skills. At first, the teachers can give more help to the students so that they can be more ready to read in a more critical way. When improvements take place, teachers can reduce helps. So, the students start to be more active in the classroom discussions

which put the stress on critical reading skills. Later on, students can do these automatically and independently in reading various kinds of materials. Appreciation or praise should take place to serve as encouragement rather than hindrance for the students to be active in class.

4. The writer suggests that the teachers keep working on teaching the reading skills through three integral steps : before-reading activities, during-reading activities and post- reading activities.

5. Suggestion for further research :

The writers realizes that she has so many shortcomings, especially in writing this thesis. In this case, she would like to encourage the coming researchers to develop a better research in their thesis writing in a similar topic with this thesis. However, they can conduct observation in more various subjects, in broader instruments with various data in the tables, and so on.

Finally, the writer hopes that this thesis is useful for the improvements of teaching techniques in reading comprehension skills.

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