

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will provide conclusion and suggestion related to the discussion and research finding.

A. Conclusion

Based on the research finding, the conclusion can be presented as follows:

1. In outline, reading materials in *BSE-Scaffolding* are relevant to reading materials which are explained in *KTSP*. However, it remains investigational specific more deeply about the content presented in the book.
2. To complete the conclusions on the first point, the researcher gives the assessment indicator to the English teacher and asked her to be the validator.

The result of descriptive and recount texts are quite relevant for students' need, while the contents of the text narrative average already has a good explanation. Preferably in presenting the reading materials, the researcher must provide discussion about the cultural origin of the foreign language come from, because language and culture are always directly proportional

3. The average value of the students' examination results is good enough. The level of students' understanding of reading materials in the regular classroom is quite good because they can understand the vocabulary contained in the book. it is easier for them to understand the content on any text. For bilingual classes that use the same text book, from the interview result with the English teacher, students find the text book is too easy for them to be studied. The school must have the courage to make a policy to

conduct text books that appropriate to students' need to improve their reading skill.

B. Suggestion

After investigating some important points during the research, some suggestions are given as follows:

1. For the English teacher

The English teachers can use kind of variety text to teach reading comprehension to their students and not focus on a text book but also to be more creative to search from available various media sources.

The validity of using the text book recommended by the government and got approval by the school policy, should be stated the result of learning outcome, especially in bilingual classes. Based on the vision and mission of SMPN 33 Surabaya, the school policy should give more attention not only science but also English.

2. For the school policy

The policy to change two regular classes become bilingual classes is very good policy. But the numbers of students that are similar to the regular class, thirty-eight students, make the learning method a bit difficult to do. Learning outcome to be achieved in the bilingual classes will not be much different from the regular class. The procurement of text books, especially English, need to be organized. The school policy does not only focus with learning materials presented on the internet because those are not necessarily in accordance with the existing education system in Indonesia.

3. For the students

The students have to have realized at least the text book that the teacher uses in learning activity. They should check the researcher of those books on the bibliography page to know how well they are. For example the *BSE-Scaffolding* which is recommended by the government, two of three authors still college in university and not graduated yet. The students do not have to depend on one book though the price is reasonable. This research will sensitize them to critical thinking about knowledge contained in the book.

4. For further researcher

The new school year will be assigned a new curriculum which is called the curriculum 2013. Curriculum materials 2013 are deal with *KTSP*, still using standard competence. The government will provide the text books for students with different content. So, it is better for the educational institution in each school to do the research for the text books which are appropriate to students' need. The text books selection is not only based on the low price, but also the quality that support learning activities in the classroom.