

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents the conclusion and suggestions which are derived from the research findings.

5.1 Conclusion

Based on the findings of the study, it can be concluded that the second grade teacher of MTS Miftahul Ulum Batang-Batang used various techniques, such as:

- a. K-W-L-H technique (know, what, learn, how)
- b. Directed Reading- Thinking activity (DRTA)
- c. Guided reading procedure technique
- d. The SAVOR procedures technique
- e. The Oral reading technique

In this case, the teacher used several techniques from the techniques above, she applied the technique in three stages: pre-reading activities, while- reading activities, and post reading activities.

For example: pre- reading activities, the teacher used K-W-L-H technique (the teacher opened the lesson and introduce the text), the teacher also used DRTA technique (the teacher assigned the students to make prediction from the title and the picture clues).

While-reading activities, the teacher as a model for active thinking reading (K-W-L-H) and translated the unfamiliar words (SAVOR), the teacher helped the students

identify what they learn as they read and asked them to comprehend the text accurately (K-W-L-H and DRTA).

Post-reading activities, the teacher assigned the students to work in group of no more than five students, and sometimes individual works (SAVOR), then the teacher asked the students to summarize the information in their own words (Oral Reading technique).

However, the teacher faced some problems in applying the technique, such as: pronunciation and comprehension.

In terms of pronunciation, the used of their mother tongue still affected their pronunciation in teaching reading aloud, for example: when she pronounce “reading” become “redeng”.

For comprehension, sometimes the teacher difficult to comprehend new topic that seldom heard by her. For example: about “technology”, it caused by the less of media in that school.

In conclusion, the researcher’s opinions about the teacher’s solution to overcome her problems are still less organized. In this case, the teacher must pay attention to the some aspects like choose the appropriate technique, and should be more adapted in some cases, such as the characteristic of students, the situation of the class, and the facilities which provide by the school. By applying these alternative solutions, hopefully the teaching and ⁴⁶ process can be successful and the students can master in English well.

5.2 Suggestion

Based on the research findings, the following suggestions are recommended.

5.2.1 For the Teacher

Considering the result of the study, it is suggested that the teacher learn better to apply her technique of teaching reading skill in order to make the teaching and learning process run well in the classroom. And also the teacher should know the student's characteristic, so she can select the appropriate techniques and materials to give for them. Furthermore, the school should facilitate the teacher and students with sufficient teaching media to support classroom activities.

5.2.2 For the headmaster

The headmaster should always check the progress of teaching learning process especially in English skill. To improve the teaching's quality, the headmaster may hold evaluation with the teacher's in a month to discuss the problems they faced in teaching activity. So they can solve the problems and improved their knowledge to teach more attractive and better than before.

5.2.3 For the further researcher

The findings of the study are expected to be used as a consideration for other researchers who plan to conduct the study related to the techniques of teaching English. It is also suggested to the further researchers to follow up the study with different aspects of teaching. For examples:

- Teaching technique to the other skills.

- Enlarge the variables not only to the teacher as a subject but also to the student's development in teaching learning process.
- The effective and ineffective technique in teaching reading skill for the students of Junior High School.
- Analyzing the curriculum and textbooks used by the teacher in teaching English, especially for reading skill.