

CHAPTER V

THE SUMMARY AND SUGGESTIONS

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After the four previous which dealt with the introduction, Review of Related Literature, Literary Teaching Stages and Application of suggested stages, comes chapter V which is the concluding chapter. This chapter presents the summary that serves as a reminder of what discussed in the study and the suggestion which advises a few things that may be valuable for the future field of study.

5.1 The Summary

In this current time, we can not deny that English is the most important language in the world for getting a lot of purposes, such as getting a lot of knowledges, getting jobs, building friendship among nations and many other purposes. Now as a matter of fact, there are a lot of countries which are using English for those kind purposes above. Indonesia, for example is using English for building its education.

Nowadays, there are a lot of chances for Indonesian people to learn English. They can learn it from Elementary level, Junior High School level, Senior High School level and University level and even non formal school level, for examples courses and colleges. As the result of it, today people can get a lot of knowledges from abroad by reading the books and magazines or by listening to certain news and even communicate with foreigners and also the Indonesian people itself with English.

In the English Department of University, as it has been mentioned before that we can learn English from all level of educational background, English is intensively taught through many subjects offered, such as Reading, Listening, Writing, Speaking, Literature, CCU and many other subjects. The English Department students may get and dig a lot of knowledge from these kind of subjects. However not all the students can be in the students' mind as some of the subjects may be considered interesting for them and the other may be not.

Among the English subjects, Literature is considered as a boring subject for the English Department students. They may think that an unusual grammatical pattern and some of new vocabularies are the basic reason why they are less interested in Literature.

In order to create a new atmosphere for the English Department students in learning Literature so that the students may be interested in learning it, so the writer suggests a possible technique that may help students fond of Learning Literature. The writer wants to introduce the Pre-, Whilst-, and Post-Reading as a means to teach Literary work to the English department students.

5.2 The Suggestion

5.2.1 The Suggestion of Pre-Reading

Pre-Reading activity should be presented over a short period (5-10 minutes). This is done in order to avoid feeling of bored of the students. If the teacher too prolong this activity, the students will meet some difficulties in focusing the poem and perhaps they won't understand anything. Also this activity is not activity for getting an accurate answer from the students. It means when the students are trying to answer the answer the questions given by the teacher, the students won't get the reply from the teacher that says "Sorry you are wrong."

Pre-Reading activity is integral side of the whole process of reading activity, so it is not necessary to be presented if the condulsive factors (motivation, background knowledge and concentration of the students) are dominant. In this case the teacher may go to main activity because the students may be said are ready to start the main process.

5.2.2 The Suggestion of Whilst-Reading

In the Whilst-Reading activity, all the questions have to be arranged from the easiest one to the most difficult one, so that the students will understand the context of the poem gradually. In addition, all of the exercises and problems in the Whilst-Reading have to be finished completely and thoroughly. This activity is done in order to keep the information that the students get during the activity (Whilst-Reading

activity) so that the students will have a strong comprehension of the poem to continue for the next step.

The Whilst-Reading activity is divided into two activities:

- Scanning/skimming

This activity is done for the easy questions.

Students have to find the answer of the questions by scanning/skimming from the poem given by the teacher.

- Intensive Reading

This activity is done for the difficult questions.

In order to find the answer, the students have to think intensively about the poem

5.2.3 The Suggestion of Post-Reading

Post-Reading activity should have introduction with the content of the poem. Therefore, all activities in Post-Reading should consist a lot of information in order to support the Whilst-Reading activity.

The activity of Post-Reading could be a vocabulary activity and language games, so that the students will get the refreshment in understanding the content of the poem at the end of the teaching learning activity. If there are any homeworks for the students, the teacher should spend time for the correction.

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