

CHAPTER V
CONCLUSION

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This chapter consists of two parts. The first part is the summary of the thesis, which has been discussed in the previous chapters. The second part is the suggestion, which can be a feedback for the subjects of the observation.

5.1 Summary

Many times, teachers do not act as they are actually required. So far, teachers seem to be the dominant figure in the interaction. Actually, a teacher is demanded to be a good facilitator who facilitates the process of learning, of making learning easier for the students and helping them to solve the problems. This facilitating role requires teacher to avoid a directive role.

Based on these thoughts, the writer conducted some observations on three teachers from SMUK St. Louis I Surabaya, SMU Gracia Surabaya (both of them are private senior high schools), and SMUN 9 Surabaya (a state senior high school), to see what strategies the teachers used in teaching reading and what their reasons were in using those strategies.

The data were taken by noting down the discourse in the classrooms under observation. They were transcribed and then analyzed according to Zhenyu's strategy in teaching reading. Finally, the findings of the analyzed data led to the following conclusion:

1. In teaching reading, most teachers had already used Zhenyu's teaching strategies in reading comprehension. However, teacher

should also make their strategies appropriate with the classroom condition, the theme which will be discussed and the available time given.

2. The reasons why the teachers use teaching strategies which are similar to Zhenyu's teaching strategies are that the strategies used can make the students comprehend the reading passages more easily and in more details with the available time given.
3. The use of another textbook as the material in teaching reading could also take part in comprehending the reading passages successfully, in order to attract the students' interest and increase their knowledge and information.

5.2 Suggestion

This study is very limited in scope also in presenting evidences about the strategy. Above all, the writer would like to suggest some points, which may be useful for other teachers who read this study, especially for the teachers from Teacher Training of Widya Mandala Catholic University.

1. In teaching reading comprehension, teachers should pay attention to the students' interests and ability. By this, teachers can prepare what strategy they are going to use in teaching reading, so it can make the teaching-learning successfully.
2. Teachers should also guide the students to outline a story to have the students write sentences that can express the main idea and supporting details. Beside that, teachers are expected to involve other skills of the

students in comprehending a reading passage, such as: writing, so the students begin to learn how to compose a good passage.

3. Students of Widya Mandala English Department should try to practice the strategies of Zhenyu during their PPL training.

5.3 Recommendation for Further Research

For further research, the writer recommends other researchers to make a deeper and more detailed observation of the application of Zhenyu's strategies in teaching reading. Some points that may be considered to carry on further research are as follows:

1. Researchers can try to use more classes with different ability levels.
2. Subjects may be varied, so that broader results and comparison can be obtained.
3. Researchers can try developing this study by using experimental studies and action research.

The writer hopes that through some recommended points above other researchers will be able to get broader insights that later can be used to give feedback to the subjects under study.

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