

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The teacher, as the subject in this research, has been doing great job for all five focuses that the researcher taken from the IES theory about strategies in teaching reading comprehension. Based on the overall findings and discussions, the researcher makes some conclusion as written below for each focus.

1. Focus 1: Teach students how to use reading comprehension strategies

The researcher found that the teacher always teach at least one reading comprehension strategy in one session. The teacher likes to start explaining about the strategies using posters. As the teacher and the students read the story together, then the teacher would find good point in the story to give further explanation or example of the strategy. He usually taught the strategy in combination, or that in IES theory called as multiple strategy instruction. From the two weeks of gathering data, based on all three instruments, the researcher found that the teacher taught 4 out of 6 comprehension strategies promoted by IES panel.

2. Focus 2: Teach students to identify and use text's organizational structure to comprehend, learn, and remember content

For the second focus, the researcher found some differences of what the theory said and what the teacher understand about text structure. In IES theory, they explain the elements of the structure – usually found in narrative texts-, and the structure of the text – usually found in informational texts. However, the

aspects in the text structures, the teacher called and taught it as comprehension skills. The teacher taught both the element of structure in a narrative text and structures of informational text using posters and gave more explanation as they read the story together.

3. Focus 3: Guide students through focused, high-quality discussion on the meaning of text

Having discussion, as the third focus of this research, has done. For having high quality discussion teacher needs to go beyond simply asking and answering surface-level (what, where, when) questions to a more thoughtful exploration of the text. The teacher has tried to lead the discussion into deeper level by asking some question and follow up questions to the students. The teacher tried to ask how and why-types of questions. Nevertheless, the teacher did not implement the strategy from IES panel to have the peer-led discussion.

4. Focus 4: Select text purposefully to support comprehension development

In selecting text, the teacher admitted that he actually does not do it on his own. Instead, he uses a compilation of stories book, *Imagine it!* by McGraw-Hill. However, the researcher found that the teacher actually taught two different genres in two weeks of observation, which this is also one of the strategies by IES panel. The teacher also taught texts appropriate for the students, means that the text is neither too hard nor too easy for them. Although the teacher did not give the students, any freedom to choose the text that they are going to learn as a group, but the teacher was giving freedom for the students to choose the book they like to read on their own. Giving students to choose their own reading based on their interest will help students to enjoy and understanding the reading more.

5. Focus 5: Establish an engaging and motivating context in which to teach reading comprehension

The teacher did several ways in motivating students. First, the teacher gave verbal motivation by encourage the students to read and to use the comprehension strategies that they have learned. Secondly, the teacher spent time for students to read in the classroom. With those two strategies, the teacher expects the students to discover the purpose and the benefit of reading. The teacher also made a kind of reading competition for their students, with car race in the classroom wall as the representation of their points. The teacher will give reward for the students for each 600 points that they earned. Giving reward to the students will help them to see themselves as successful readers.

In teaching reading comprehension, teachers need to first understand that both teacher and student were created in the image of God. One of the God's characters is creative, since God started the Bible story by creating. Therefore, teachers need to be creative in teaching, including creative to pick and choose books and plan activities that will support in students' reading comprehension development. It is suitable with the teacher's role as an artist. Which that means that teachers need to be creative in planning the strategies that will works better for their classroom.

As Christian teachers, the expectation in teaching reading comprehension should be more than helping the students in their reading comprehension development. The expectation should be for students to see reading as an aid to worship. When students understand reading as an aid to worship it will help them

in understanding and engaging in the Word of God, and not only focusing on the theological concepts but also make it more personal.

5.2 Recommendation

Based on the conclusion that has been stated above the researcher drive some recommendations.

The School (and other schools)

As the researcher wrote this research, it opened more researcher perspective on the importance of teaching reading comprehension; therefore, the researcher also listed some recommendation for schools as an educational institution below.

1. As the scholars found the importance of teaching texts with different genres and level of difficulty, the researcher recommends schools to add the book collection in their library with vary of genres and level of difficulty for each grade level.
2. To provide more professional developments for teachers, especially for primary teachers, about teaching students reading comprehension.

The Teachers

The teacher as the subject in this research has done his job pretty well in teaching reading comprehension for his students. However, the researcher found that there are opportunities for the teacher and other teachers as well, to develop some strategies in teaching reading comprehension in the future. Below are listed

some recommendations for teachers, especially who are teaching reading comprehension in primary level.

1. Give more hands on activity to the students so that they will develop better comprehension of texts. There are some good recommendations that IES panels recommended that the researcher has not seen yet being implemented by the teacher.
2. Try to implements the recommendations from the IES panel, but also enrich it with other sources and see which work the best for the students. The researcher believes that implements different strategies would also help the teachers to see which strategy works best.
3. Have a regular assessment to see students reading comprehension progress. This also might help the teacher to plan better ways and strategies that they can implement in the future.

The Researcher

The researcher believes that this research still have many imperfections. There must be things that still need to be improved in different parts of this research, therefore the researcher also lists some recommendation regarding to this research.

1. Be more creative in forming the research instruments so that the researcher will be richer in the data that the researcher gathered to analyze teacher's strategy in teaching reading comprehension.