

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the writer can draw a conclusion based on the result of the observation of teaching learning process especially in reading comprehension to the sixth students of SD N 2 Tlogorandu.

1. The techniques of teaching reading comprehension found are : group discussion, silent reading, reading a loud, and answer and question. Group discussion technique or group learning is an instructional strategy which organizes students into small groups so that they can work to gather to maximize their own and each other's learning. Discussion technique is structured and focused to make sure that learning is taking place. The teacher chooses the groups to reflect a diversity of viewpoint, abilities, gender and other characteristic. Discussion technique create the classroom community which involves students in a kind of interdependence whereby responsible for different aspect of content and teaching in other members of group.

Group discussion consist only four to five students. In implementing cooperative learning techniques, teachers should explain the process and its purpose to their students. The cooperative learning process includes the discussion and sharing of ideas with students as active participants. Here, students should understand exactly what is expected of them during group activities and they need to have a thorough understanding of the topic. The

teacher assigns students to groups which are formed prior to giving out assignments. Observations can help teachers know when and how to adjust group membership and group activities.

Silent reading is where the teacher asks to students to read the text without a sound. Reading a loud is the writer delivers what is written on a page that the content is easily understood and the students are asked to read the some text loudly. Question and answer is the teacher gives some question and the students must answer it.

2. The process of teaching reading comprehension consists of pre reading actively, while-reading actively, and post-reading activity. Pre-reading activity means before the lesson is beginning, the teacher asks to students about the text with related which the text. While-reading activity is the teacher explain about the text with detail. Post-reading activity is the teacher give some questions to students and they must answer it.
3. The strengths which is showed by the students and teacher here, the students can share their opinion one another that they can solve their problems in discussion and be active in any occasions, besides that they can solve problem together. They can also develop speaking, writing, and listening skills while they are accomplishing the reading task, they can develop language elements too, such as grammar, vocabulary, pronunciation and spelling. The other side, teacher can provide the needs of the students in learning English. It motivated them to learn it continuously.

The weaknesses from the students are in classroom activities, the student's responsibility in comprehending reading text, practicing the dialog, and also writing are a little bit passive. Because they are afraid of making a mistake.

B. Suggestion

After the writer draws the conclusion of English teaching learning process at second year of SD N 2 Tlogorandu, the writer is going to present the suggestion to the teacher and other researcher dealing with teaching learning process of reading comprehension.

1. To the teacher
 - a. The teacher should be able to make the students learn actively, especially in practice reading comprehension.
 - b. The teacher should create the situation of the teaching reading comprehension process as comfort as possible to support the process.
 - c. The teacher must be more creative and attractive to teach.
2. To the students
 - a. The students must learn and practice their English skills, they can add their knowledge by reading English reading material or another.
 - b. The students must be active in learning process because the goal of guideline competency 2004 curriculum is that the students are demanded active in the English learning process.

3. The other researcher

The writer knows that this research is far from being perfect, so the writer hopes that there will be other better researchers, who will complete this research. The other researchers hopefully find out the other dimension that may give more explanations in the teaching learning process of English to junior high school students.