

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis, the conclusions were stated as follows:

1. There are 66 of total variation of verbal ways performed by the teachers in the teaching process, and these ways take place in 12 main ways. The verbal ways performed by the teachers are not yet focused on enabling the students to be an independent or skillful reader. Most of the ways are directed the students to know genre the genre of narrative text rather than to teach how to comprehend an narrative text by using the elements of that genre. Besed on theory of Gage's model (2009) for the study of classroom teaching process where it was focused on process variable that covered activities in the classroom. The process variable refers to what is happening or what is being done by the teacher and students during the teaching process. So the focus is both the teacher and students' behavior during the real classroom activities, it means prasage variables more dominant in the teaching reading comprehension.
2. The underlying reason of teachers' behaviour in teaching reading comprehension was due to the nine reasons they are: (1) Teachers' belief on knowledge of ganre or text structure, (2) Teachers' belief on

the function of oral reading. (3) The belief on the indicator of text comprehension.

B. Suggestion

Based on the above conclusion the following suggestions are given as follows:

1. The teachers should learn more about the nature of reading comprehension of narrative text to the tenth grade students.
2. The teacher should get a lot of systematic teaching practice development, like the younger teachers take apprentice from the more experienced and skillful teachers.
3. Since the research finding said the teaching of text structure (genre) in teaching reading comprehension intends to enable the students to master the text structure itself and to let them familiar with the example of the structure, it is suggested that the teaching of text structure knowledge should not be limited to the two points only, but it should also enable students to use the knowledge to make their reading comprehension better.
4. Based on the findings, this study is focused on teachers' ways in teaching reading comprehension related to the teacher's behaviour to get deeper findings such as knowing the reality of teaching reading comprehension in students and teachers' sight.