

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on research findings, it can be concluded that:

1. There are 96 verbal behaviors the teacher performed in the classroom process, and these behaviors take place in 26 steps. The verbal behaviors lies not yet focused on enabling the students to be independent or skillful readers. Most of the behaviors are devoted to aspects other than aspects of teaching reading comprehension like text structure, managing class, translation, and pronunciation.
2. The underlying reason of teachers' behavior in teaching reading comprehension was due to the five reasons, they are; Teachers' belief that (1) knowing genre of text or the structure of the text can make students comprehend the text, (2) translating text can assist students to comprehend the text, (3) asking the content of text indicate to comprehend the text, (4) reading text can assist students to comprehend the text and make students read well, (5) managing students can assist students to comprehend the text.

5.2 Suggestion

Based on the above conclusions, the following suggestions are given as follows;

1. 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.
2. Based on the findings, this study is focused on teachers' behavior in teaching reading comprehension, it is suggested to the further researcher to point out the students' comprehension related to the teacher's behavior to get deeper findings such as knowing the reality of teaching reading comprehension in students and teachers sight.