

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the reasearch findings, it could be concluded that:

1. There were 37 teaching verbal ways happened in 135 variations of verbal ways, which the teachers performed in teaching reading comprehension of descriptive text in the classrooms. There were 15 verbal ways happened generally in teaching activities, which were opening activity, main instructional activity, and closing activity. Furthermore, those verbal ways were reclassified into 22 verbal ways, which happened in main instructional activity. The verbal ways were more focused on teaching the characteristic of descriptive text as genre rather than on enabling the students' skill of reading comprehension.
2. The underlying reasons of the teachers' ways in teaching reading comprehension were due to the four reasons, they were (1) teachers believed that introducing the topic could avoid the confusion of students' reading comprehension, (2) teachers believed that the students could comprehend the reading text generally by knowing the definition of descriptive text, (3) teachers believed that the text structure could help the students in comprehending the reading text, (4) teachers believed that the students who comprehended text structure were also comprehending the content of the reading text.

B. Suggestions

Based on the conclusions, the following suggestions were given as follows:

1. In teaching reading comprehension of descriptive text, the teacher should not limit the teaching ways by providing the characteristic of descriptive text only, but should also integrate it to the reading comprehension skill of the students because those characteristics enable the students to make their reading comprehension better.
2. The knowledge of the teachers in teaching reading comprehension should be improved in order to make them teaching in appropriate ways.