CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, the conclusions were drawn as the following.

(1) The existing ERM are substantially inappropriate. Learners are difficult to comprehend the text and tend to unable to activate their schemata properly because of the title were excluded (ERM I and II). The plots were absence (ERM I, II and III). There were only piece of dialogue provided. Such ERM were lack of vocabulary rate and varieties. The sentence structures were slight. Consequently, learners were unable to retain the new vocabulary and neglected literacy. Moreover, pre-reading strategies were unoccupied for all ERM.

(2) ALA is considered a suitable approach applied in developing ERM for elementary learners, thus ALA principles adjustment to the ERM especially for Grade IV learners of SDS IKAL Medan was relevant.

(3) New ERM are designed through ALA principles; the ALA materials are provided by a story and the passage should relate to something that is familiar to the students, so that they remember each lesson contextually.

The idea of abandoning the native tongue is too stressful to many learners, who need a sense of security in the experience of learning a foreign language. Thus, in order to relieve the tension, more relaxing, and generating a better learning, the materials are written with the translation. Since pictures in text activate readers' schemata, they have a positive effect on text comprehension. Thus, in order to take reading activities un/consciously, using pictures and texts related to learner's cultural background concurrently were required. At last, the learner's reserve potential can be tapped through suggestion. Suggestion possibly done by brainstorming. Since brainstorming is one very popular kind of pre-reading task.

5.2 Suggestion

In relation to the conclusions, suggestions are presented as follow:

(1) It is suggested that the English teachers should provide a sufficient ERM based on the learners' educational experiences and needs.

(2) It is suggested that the English teachers should provide ERM based on related principles, theories, or criteria of effective instructional that have been studied.

(3) It is suggested that the English teachers to use ALA principles as an approach in developing appropriate ERM for elementary learners.

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