

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the data, conclusions are drawn as the following:

- 1) The English teachers with teaching English education background use all of the generic structure of each genre in the teaching of reading comprehension by raising questions to find out the students' reading comprehension. The use of genre in the teaching of reading comprehension was misleading except to judge the relative importance of what they read since the teacher asked the students' opinion about the issue of concern.
- 2) They raised questions with the aspect of the generic structure of each genre in the teaching of reading comprehension in order to find out the students' reading comprehension of the text.
- 3) The English teachers with language and literature education background use all the generic structure of each genre in the teaching of reading comprehension by explaining the generic structure in bilingualism. The use of genre in the teaching of reading comprehension was misperceptive.
- 4) They applied explanation, and questions in order to decide the position of the generic structures in a text to examine the students' reading comprehension.

5.2 Implications

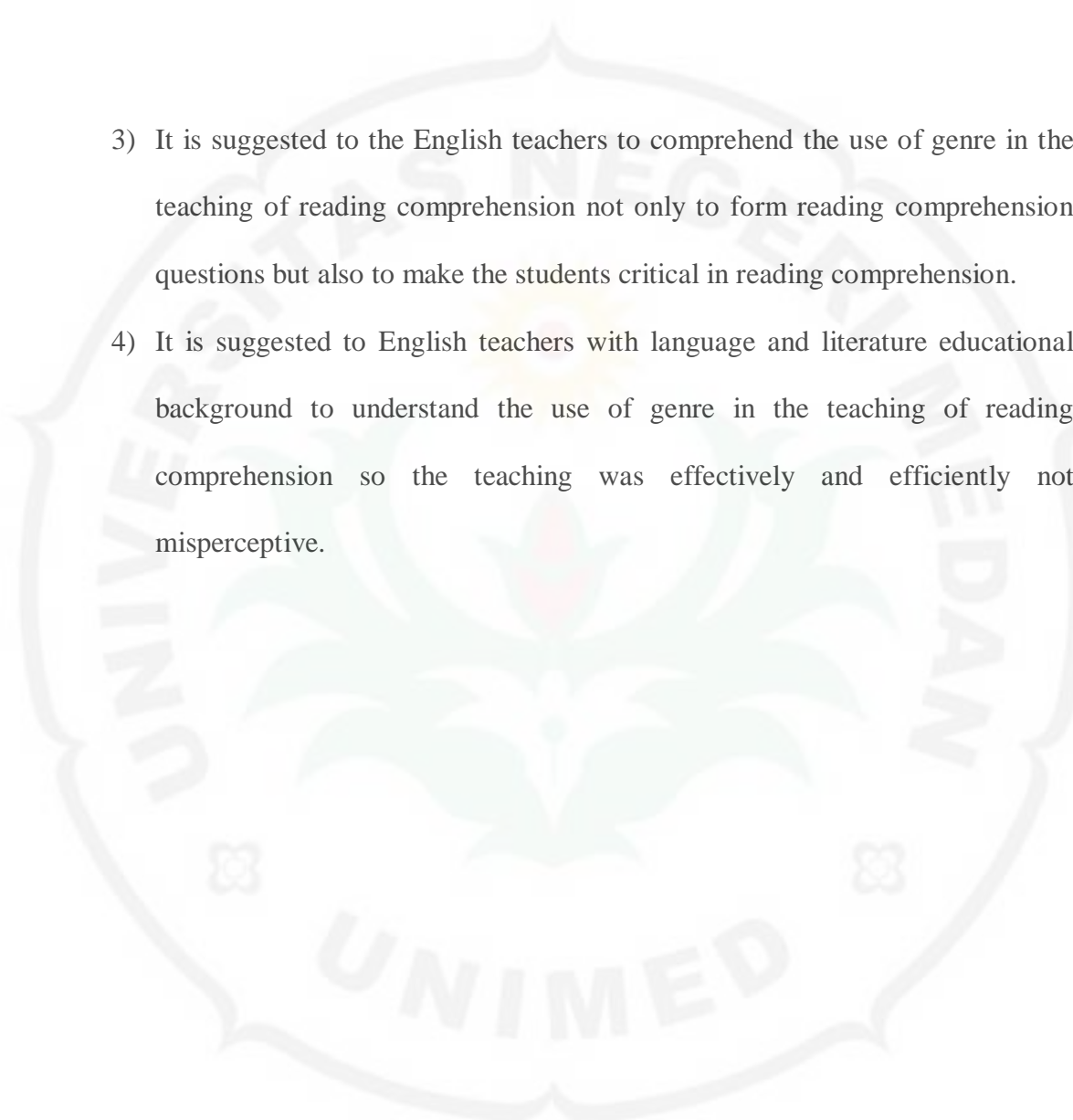
Concerning with the theoretical review and the result of this study, some implications are presented as below:

- 1) The results of this study showed that the English teachers capacity on using genre in the teaching of reading comprehension have great impacts concern with different educational background.
- 2) The results of this study also imply that the English teachers have to know and comprehend the use of genre in the teaching of reading comprehension to form expectation about what they will read, organize incoming information, and evaluate the relative importance of what they have read. The better they comprehend the use of genre in the teaching of reading comprehension, the greater their ability in the teaching of reading comprehension.

5.3 Suggestions

Due to the previous conclusion, suggestion are stated as the following:

- 1) It is suggested to English teachers with teaching English educational background to create mind mapping in order to organize incoming information of a text so that it is easier to be remembered.
- 2) It is worthwhile to ask comprehension questions culturally so that the learners are able to get the expected meaning of a text.

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- The image features a large, faint watermark of the UNIMED logo in the background. The logo is a shield-shaped emblem with a central floral motif. The text "UNIVERSITAS NEGERI MEDAN" is written along the top edge of the shield, and "UNIMED" is written along the bottom edge. There are two small decorative symbols on either side of the bottom text.
- 3) It is suggested to the English teachers to comprehend the use of genre in the teaching of reading comprehension not only to form reading comprehension questions but also to make the students critical in reading comprehension.
 - 4) It is suggested to English teachers with language and literature educational background to understand the use of genre in the teaching of reading comprehension so the teaching was effectively and efficiently not misperceptive.

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