

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusion, implication, and suggestion. The explanation of each point is presented below.

A. Conclusions

This research recorded some data about the use of CIRC technique to improve the teaching and learning of reading and writing in grade VIII B of M.Ts. YAPI. The research was carried out from January to March 2012 during the second semester of the academic year of 2011/2012. There were two cycles in this action research. In both cycles, the researcher conducted the teaching and learning process of reading and writing by using CIRC techniques.

CIRC techniques gave significance to the teaching and learning of reading and writing at Grade VIII B of MTs YAPI, Pakem, Sleman, Yogyakarta. The techniques were effective to improve the students' reading and writing abilities and the teaching and learning process of reading and writing in English. The improvement was seen from the improvement of standard deviation in reading in from post test to Cycle 1 which improved 139%. The improvement was significant therefore it can be said that CIRC could improve students' reading ability. In writing, the standard deviation was improved from pre test to Cycle 1 was 52%. It was not significant however the

improvement indicated that the learning process was good enough but still needed more improvement. In the teaching and learning process of reading and writing, the improvement was seen from the indicator of students' active involvement in the class which were physical, mental, and social involvement. The improvement of mental involvement was 50%, the improvement of physical improvement was 54%, and the improvement of social improvement was 66%. All involvement indicators were more than 75% which indicated that the teaching and learning activities were good.

In implementing CIRC techniques, the research team member followed the four stages approach. Firstly, the teacher introduced the texts and activated students' background knowledge by having discussion in the Building Knowledge of the Field (BKOF) Stage presented the appropriate materials to the students, the teacher also explained the grammar used in the text. Secondly, the teacher gave model of the text and explained the linguistic feature of the text in the Modelling of the Text (MOT) stage. Thirdly, in Joint Construction of the Text (JCOT) the teacher led the students to conduct group work activities. In the reading activity, the group work involved the use of oral reading and follow up activity in which the teacher guide the students to read the text aloud in the group. While the teacher guided one of the groups, the other group did the follow up activities i.e. word outloud and word meaning activity, story grammar and story related writing, direct instruction in reading comprehension and story retelling. Then, after doing the group work, the student presented the result of the discussion in front of the class. In the writing activity, the students did group

work for example arranging jumbled paragraph into a good text. At last, in Individual Construction of the Text (ICOT), the students answered the comprehension questions individually in the reading activity. In writing activities, the students planned, drafted, revised, and published their writing product using peer and instructor feedback.

Each activity of CIRC gave good effect to the teaching and learning process. The oral reading activity made pleasurable learning for students. The follow up activities which consisted of word out loud, word meaning, story related activity, story grammar, and summarizing improved students' reading skills. The word out loud and word meaning activities trained students to memorize and guess the meaning of the words based on the text. The story related activity facilitated students to learn reading skills such as scanning and skimming. In this activity, students scanned and skimmed the text for specific information and topics. The story grammar activity enhanced students' comprehension to the structure of the text. They could recognize the structure of the text and applied it in their writing product. The activity of summarizing the text also enhanced the students' skill in summarizing the text and telling the text by using their own languages. CIRC activities gave more opportunities to the students to practice reading strategies in small groups. The activities were guided by the teacher intensively. It improved students' confidence in expressing their idea and practicing their reading skills such as oral reading, guessing meaning of the vocabulary, skimming, scanning, and summarizing the text. The employment of CIRC in writing activities which follows some stages such as planning, drafting,

revising, self and peer assessing to the writing product facilitated students to learn writing effectively. In each stage, students organized their writing systematically and improve the quality of the product. The sufficient time given to the students was good in optimizing students' writing ability. In Cycle 1, the students showed their improvement on their writing skills especially in terms of content and organization aspects. The use of CIRC helped them to generate and share ideas among peers during the process of writing. In Cycle 2, the activities conducted had also created students' involvement. Their cooperation within group supported them to get more knowledge on the aspect of writing. They could produce a better text as well.

The simultaneous reading and writing learning process gave positive impacts for the students. In the reading activity, students got good understanding of the text and could apply it in their writing process. It also enhanced students' vocabulary mastery so that the students comprehend the text better. In the writing process, the students wrote the text well since they got good models from the reading text they had learned and they master the materials well such as the organization, vocabulary, language use, and the content of the text . Therefore, the students had better performance on writing.

B. Implications

Based on the result of the study, it was found that the teaching and learning of reading and writing were improved. The implications of the actions are described below.

1. The use of CIRC implied that the students can maximize their involvement including physical, mental, and social involvement through the group work activities.
2. Group work activities give more opportunities to the students to practice reading and writing strategies. The grouping should consider students' personalities, social relationship, cognitive level, and gender to avoid students' low involvement due to the unsuitable teammates and inconvenient learning climate.
3. Students' reading skills can be enhanced through the use of CIRC in which the reading strategies are taught directly in close collaboration of the teammates.
4. Students' writing skills can be improved through the use of CIRC in which the students do the step of writing included planning, drafting, revising, and editing in close collaboration within the team members. Peer and instructor feedback are important in generating ideas and content in the students' writing. In addition, the feedback also generates awareness in mechanical and organizational problems in writing.
5. The simultaneous reading and writing skills can be done by using CIRC in which the writing activity was done after the reading activity. The students will have a good understanding of the text therefore they give better performance in writing ability. It also strengthens the vocabulary mastery which helps the students to comprehend the text better.

C. Suggestions

Based on the conclusions and implications that have been explained before, some suggestions can be directed toward the English teachers and other researchers. The suggestions are as follow:

1. To the English teachers

In teaching reading and writing, it will be better for the teacher to improve the students' involvement and be more creative in order that the students get interested to the reading and writing learning process. It is necessary for the teacher to choose and design creative and attractive activities and materials. Besides, she should be able to make the class atmosphere more enjoyable and comfortable.

It is better for the teacher to prepare well the materials before the teaching and learning process. Good teaching and learning preparations will make the activity run smoothly and focus.

2. To other researchers

The actions in this study are limited to improve the teaching and learning process of reading and writing at Grade VIII B of MTs YAPI, Pakem, Sleman, Yogyakarta through CIRC. The other researcher can conduct this study in other grade of the students, either in junior or senior high school so that the findings will be more satisfied. Also, they can conduct this study in

other school which have different characteristics from MTs YAPI, Pakem, Sleman, Yogyakarta so that the research findings can be more general.

Beside, this research still has some weaknesses since it only focuses on the issue in written language problems. In the future, other researchers are expected to conduct the research in the other issue such as oral language so that the result of the study can make a real contribution in the process of teaching English.

3. To the students

The factors which inhibit the success of the teaching and learning process are students' motivation, participation, and confidence. Particularly in learning reading and writing, the students' motivation is relatively low since they consider reading and writing as difficult and boring activities. Actually, mastering the reading and writing skills will be easier if they do many exercises not only inside the classroom but also outside the classroom. The researcher expects the students to practice this skill independently outside the classroom.

Students work better in the group, although it is difficult to make a cooperative group since students have different characters and abilities. It is better for the students to have good relationship with others so that they can work cooperatively in the team.

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