

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the conclusion of this study, which is on teacher's roles in teaching reading in English to students of a university in Bandung. Moreover, the researcher provides some recommendations for the teacher who is the main participant, for students of Applied Linguistics who wish to become teachers, and for further researchers of similar topics.

5.1 Conclusion

This present study is conducted to find out the most suitable roles in teaching reading in English to students in a university in Bandung, and the effect on the students' responses to the teacher's use of those particular roles. The following parts put forward some concluding points according to the results of the analysis of the observations and the interviews.

According to the observation results, in choosing teacher's roles, the teacher first considered the students' familiarity of the reading passage. Based on observation

two and three, when the passage was considered unfamiliar to the students, the teacher used prompter and participant roles to help the students learn the passage. The responses of the students to the teacher's use of prompter and participant roles were positive, because most of the students were able to respond correctly to the teacher. They were able to learn the passage and were able to quickly answer the questions based on the passage. On the other hand, in observation one, when the passage was considered familiar to the students, the teacher used controller and prompter as the teacher's roles. This was because the students were assumed to be able to learn the passage by themselves as the passage was familiar to them. Still, the students' responses were not so good. They were all passive. However, they were able to answer the questions related to the passage correctly although they did not do it voluntarily.

The researcher will now make some concluding comments in order to answer the two statements of the problem. The first research question is "What are the most suitable teacher's roles in teaching reading in English to third semester students of the English Department in a university in Bandung?" The researcher concluded that the most suitable teacher's role in teaching reading in English to students in a university in Bandung is *prompter*. According to the result of the observations and the interviews, the teacher mostly used *prompter* in teaching reading in English. The researcher observed the class three times, and the teacher used the following teacher's roles : controller in two lessons, prompter in three lessons, and participant in one lesson. On the other hand, the resource role was used in two lessons but not as frequently as the other roles. However, the tutor role was not used at all by the teacher. Sometimes the teacher used more than one teacher's roles according to the

level of the passage and this practice was more effective. For example, the teacher used controller role when the passage was familiar enough to the students, and he used participant role when the passage was not familiar to the students.

In answering the research question number two which is “What is the effect on the students’ responses when the teacher chooses particular roles in teaching reading in English to the students?”, the researcher revealed that the students could understand the passage because they could answer the questions correctly even though they were passive.

5.2 Recommendations

After analyzing the data, the researcher provided some recommendations below.

First, for the teacher participant of this study, the researcher suggests that he should make the class more alive by encouraging the students to be more active in discussing a passage. The teacher was right in using certain particular roles, but the way the teacher engaged with the students did not work well enough.

Second, further researchers of similar topics are suggested that they should focus on studying teacher’s roles that can influence the students to be interested in reading.