

CHAPTER IV

CONCLUSION

Based on the analysis in the previous chapters, there are three causes of the problem that make the students reluctant to read. First, they are tired because they have lot activities at school. The second is lack of pre-reading activities and the third is unsupportive classroom management. Moreover, the effects for the problem are the students have less practice of comprehension and pronunciation and they will skip the material. It is also take much time for the students to take an achievement test to continue to a higher level. The possible solutions for the problem are the teacher should try to communicate with the students, give them some pre-reading activities, and re-arranging the classroom.

In this chapter, I would like to present the best solution to the problem. The problem is why the students at KUMON EFL are reluctant to read the reading text on the worksheet. The chosen solution is the combination of the first and the second solution namely the teachers should try to communicate with the

students and giving them some pre-reading activities that can increase their learning spirit in reading.

Communicating with the students is one way to encourage students to read the reading text on the worksheet. Asking them questions about their life, their friends, and their family can make the students respond and enjoy the conversations. This solution is really effective although it needs a long time to communicate with the students. Referring to my apprenticeship programme from June to August 2008, I have applied this solution for the students at KUMON EFL and the effect of this solution on the students is they have motivation to read the reading text. It is not difficult to ask the students to read if the teachers try to communicate with them nicely. Moreover, the students are willing to read the reading text by themselves. Communicating with the students may also build a good relationship between the teachers and the students. With this solution, the learning process of KUMON EFL will go smoothly. What is more, giving some pre-reading activities for the students will also be helpful. I choose this solution because using various pre-reading activities will help the students to enjoy the activities and the learning process, then they are willing to read the reading text on the worksheet. The fact is that not all pre-reading activities have been applied at KUMON EFL. The pre-reading activities that have been applied at KUMON EFL are the students have to listening to the CD and the teachers ask some questions that related to the topic.

Communicating with the students and giving them some pre-reading activities are suitable ways to increase the learning spirit of the students in reading the reading text on the worksheet. Moreover, I suggest that KUMON should have a separate classroom for the KUMON EFL. Having a separate classroom of KUMON EFL will help the students to learn English effectively. Especially, when the students read the reading text on the worksheet, they can read it seriously without any noise from other class. Meanwhile, at KUMON EFL in City Square, this solution can not be applied because the area of KUMON EFL on the first floor is too narrow and too close with the KUMON Mathematics for the beginner level.