

CHAPTER V

CONCLUSION

In this chapter, researcher will deliver the concluding outcome from this study, along with several suggestions. The conclusions were drawn from both research findings and discussions.

5.1. Conclusion

According to the previous chapter, researcher concluded the approach of reader-response in teaching reading of English short story into the following points:

1. In regard to the implementation of reader-response approach, from researcher's direct observation on the students from the morning class in English Study Program of STKIP, it was revealed that the lecturer was able to successfully conduct a reading classroom activity by using the said reader-response approach in an English short story material and yield a significant result. It is known that students on literal reading class can actively participate in classroom activities; accomplished the given assignment in three separate stages of engaging, connecting, and interpreting the text; as well as reflected on their learning performance for a better future improvement. Thus, the approach of reader-response is appropriate to be used in a reading classroom.
2. In terms of students' perception, researcher has gained an insightful finding that the out of 21 students of English education study program

in STKIP PGRI Sidoarjo that were selected in an online assessment form, there are around 87% positive feedbacks on the use of reader-response approach in teaching reading of English short story, 2,8 % Agree and while the remaining 8,6% showed their disagreement, 1,6 “Strongly Disagree”. From all 15 questions presented on the participants, each question has significantly larger positive feedback, which showed the optimistic perspective owned by students. Therefore, researcher concluded that the implementation of reader-response approach on a reading classroom leaves quite a positive impression on students’ perception.

5.2. Suggestions

Researcher is fully aware that this study has its own minor flaws that are open for further improvements. Therefore, researcher suggested several points that are worth considering for the future study in regard to the approach of reader-response, which detailed in the following points:

5.2.1 For Students

As mentioned in this study, reader-response approach relies heavily on students’ prior knowledge as a learner. Therefore, it is crucial for students to be motivated in learning and retain at the very least a basic understanding of what the material for the upcoming lecture is all about. That way, reader-response approach can be implemented on its fullest potential in any classroom context.

5.2.2 For English Lecturer

This study showed that a successful approach lies within lecturers' implementation of the said method, in a certain classroom situation. Hence, it is important for lecturer to be knowledgeable in various teaching strategies, which in the case of this study, is reader-response approach. As the approach's reliability is proven in this study, researcher suggested the lecturer to not be complacent soon, as further improvisation or improvement on reader-response approach can be accomplished for a better real-world utilization.

5.2.3 For Further Research

After the concluding result of this study, researcher saw a potential of any research that focuses on the discourse of English language teaching by using reader-response approach in another learning material. For instance, for interpreting a text with different genres aside from narrative text like short story (i.e., argumentative text, hortatory or analytical, etc.). Researcher also aware that the use of simplified closed-ended (Strongly agree, agree, Strongly Disagree, Disagree) questions as the questionnaire might be incompatible with different types of studies, thus researcher encouraged the use of a more personalized questionnaire.