

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter concludes the findings and discussions of the study which have been described in the chapter four. The conclusions and recommendations of the study dealing with the guided reading teaching and learning activities and its alignment with IPC at primary school X in Kuningan, South Jakarta. The recommendations are mentioned for the further researchers and primary level of guided reading teachers in the end of this chapter.

5.1 Conclusion

As it explained in the findings of guided reading teaching and learning activities based on IPC at primary school X in Kuningan, South Jakarta are found that this school, specifically in P2 already used teaching and learning processes offered by their curriculum. As mentioned in the findings, several components found as their activities, there are entry point that aimed to engage in the theme. The second is knowledge harvest that purposed to provides the students to reveal what they already want to learn about the themes.

The next is learning goal that expected the students have the chances to process and present their research through the full range of their multiple intelligences. The fourth is reflecting journaling which can access information in a way that is appropriate to students activities; exploratory, collaborative and research activities applying in group working. The fifth is exit point that aimed to building towards performance or activity that incorporates learning from the unit. Besides, most activities in this lesson is doing the group reading. Two components that have not been widely seen are the media project and assessment for learning, but this is sufficient to prove that the teaching and learning activities are in accordance with the teaching and learning process created by IPC. Most of all, the processes of guided reading teaching and learning at this school are align with the curriculum.

5.2 Recommendation

Based on the result of this study, the researcher gives a recommendation for the teachers, for the general school, for the English language education study programme, and further researchers.

For teachers:

1. The results of this study can be a reference for teachers who are interested in teaching guided reading at primary level and can learn all the deficiencies that still exist in the process.

2. This study can be a reminder for teachers to increase the ability to use all the processes offered in the curriculum, especially in IPC, not only in terms of knowing and using but also in professional development.

For general schools:

1. General schools can implement several learning objectives used by IPC in each of their lessons, especially in reading activities. This is important, so that the students can have capable global knowledge and abilities

For English language education study programme:

1. As an institution of higher education that produces educators, especially English educators, ELESP can be more explored with regard to the use of international curricula, both for primary schools to higher education, so that future educators are able to compete to educate international-based school students.

For further researchers:

1. This study is only describing the teaching and learning processes of guided reading teaching and learning activities based on IPC at one of primary school in Kuningan, South Jakarta in general. For further, researchers can make it specifically or even determine the level of students in their group reading.

2. The next researcher can also examine the assessment of the learning of guided reading lesson, because it helps the reader and also the future teacher to learn about the assessment and also find more about the media project process.

