

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **5.1 Conclusions**

Based on the conclusion, data analysis, and discussion from the previous chapter, the research found that applying the CLIL approach in Collaborative Action Research (CAR) can help students in the tenth grade of Islamic Modern Boarding School of Al-Ikhlash Female improve their reading comprehension. When folktale texts and reading comprehension were included into the teaching and learning process using the CLIL method, students were actively involved in the process of learning. The grades that the students have earned reflect this research. KKM was passed by 3 students in a pre-test, resulting in mean score 59.4 or 21.4%. In the post-test in cycle 1 result all of students 14 students 100% has passed the minimum criteria with mean score 85.7. It indicates that the research was successful.

Based on the research result, the researcher found the strength and weaknesses using CLIL method in improving students' reading comprehension. That strength CLIL method are CLIL demonstrated improved reading comprehension skill, specific reading strategies contribute to enhance students' reading comprehension, students feel modern and dynamic environment, CLIL increase students' vocabularies, CLIL improve students' language production skill, CLIL significant contribute to students' cultural awareness in reading context, collaboration among students' in CLIL method increase students motivation and engagement in understanding the text, assessment of students reading skill within CLIL method is effective conducted.

The weakness of CLIL is using CLIL understanding content is difficult without English language support, CLIL requires high critical and cognitive thinking from students which may be difficult with some students', CLIL need extra effort for EFL students' in understanding the vocabularies knowledge in the text, CLIL method are too challenging for students' diverse language abilities, and CLIL using a complex evaluation.

## 5.2 Suggestion

The research would like to offer the English teacher the following advice considering the data investigation and conclusion findings, English students, and further researchers:

### 1) For English Teachers

Using a method, material, or approach, the teacher should be able to convince students that studying English is exciting and enjoyable. For the teaching-learning process to be engaging, fascinating, and entertaining while taking the needs of the students into consideration, the teacher should act as a facilitator.

### 2) For English students'

Students still need to put more effort into their reading skills. To increase their reading comprehension, students must pay closer attention to their teachers. For the teaching process to be successful, students must apply the CLIL (Content Language Integrated Learning) method to solve their reading comprehension problems on the folktales text. They must also be active and free to express their new ideas by making predictions about the reading content.

### 3) For Further Researchers

Hopefully, the upcoming studies will represent a progress. The CLIL technique can be used to enhance multiple aspects of English reading comprehension instruction. They might model their research after that of another investigator working in the same field. The investigator anticipates that the findings of this study may prove beneficial to the audience. It is hoped that the readers will know more about applying the CLIL approach. Future researchers are likely to build on this work by investigating additional significant aspects of the CLIL method related to other English language proficiency areas.