

CHAPTER V

1. CONCLUSION AND SUGGESTION

This chapter explains the conclusions from the discussion results of the previous chapter and several suggestions related to this research.

1.1 Conclusion

From the results and discussions that have been announced in the previous chapter, the researchers drew conclusions related to the research analysis of the teaching practice of intercultural reading and answered the formula of this research problem, namely how teaching practices in teaching the course of Intercultural Reading, the answer is that the teacher is well prepared from the material, the reading materials, the navigation of the system used for learning, to the way of delivery and interaction and instruction outside the learning material before the class begins, in four meetings observed and one interview with one teacher and two students researchers found that the practice of teaching used is the provision of short texts that after reading students are asked to answer questions related to information in the reading, after moving to a website where there are similar readings with longer content, students were asked again to answer the reading related questions before being asked to build their critical thinking and connect only the culture they found with the culture around them. The teaching practice used focused on active discussion activities, questioning the content of reading to improve student reading ability while adding to cross-cultural insights previously unknown; the researchers found that teachers stated in the determination of the material used there are no special restrictions either in terms of culture, customs, custom, of a particular country, teachers sometimes give full freedom to students to sort their own reading material they will read to then present the content or comparison of such cultural backgrounds.

The problem found in teaching practice revolves around the lack of space because learning is done online, so there are boundaries that cannot be pushed beyond what should be. Teachers are unable to have full control over the classes they receive, but this does not diminish the effectiveness of teaching materials towards achieving the goal of learning intercultural reading, which is to enhance

the student's knowledge about the subject and specific topic, about how they develop their ability to think, critically, and also to understand the reading text in an integral way, not only from the grammatical point of view but also the meaning that the author wants to convey to the reader.

1.2 Suggestion

In this study, there are a lot of shortcomings that can not be described one by one; based on the results of research that has been carried out, several recommendations have been made for the purpose of both teacher's intercultural reading at Islamic universities majapahit, as well as teachers intercultural reading anywhere and other researchers.

1. For The Teacher

Intercultural reading is supposed to implement good, structured teaching practices and strive to meet the needs of students in an organized manner based on teachers' thinking, beliefs, and abilities. Besides, it is expected to explore the reading model and the type of text used in the learning of intercultural reading in the future, also paying attention to the ability of students to understand the content of reading so that the concept of 'intercultural' is also perfectly conveyed. Implementing active discussions on reading content or exchanging opinions and cultural backgrounds will help students participate actively and openly in existing lectures.

2. For Other Researchers

If this research found a theory that can support other research or can be improved even better related to learning intercultural reading, it is possible to do more in-depth research in several different classes so that later the results obtained are also more maximized, due to the lack of this research in terms of the subject of research such as the limitation of the place, the number of meetings, or the object studied is expected.