

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter is divided into two sections. The first section contains the conclusions of the study results', and the second section contains suggestions based on the findings.

#### A. Conclusion

The conclusion is based on observations of the learning process related to the strategies used by teachers in teaching reading comprehension in class 12 MIPA 7 of Man 1 Medan. The following is the conclusion of the previous chapter:

1. There is only one teacher as the data. The teacher used four strategies in three reading stages. In pre-reading teacher used scaffolding, in while-reading teacher applied think aloud and, reciprocal teaching, then the teacher used QARs strategy in post-reading stage. Scaffolding is a process in which teachers model or demonstrate how to solve a problem and then step back, offering support as needed. Teacher used scaffolding when students have difficulty in reading. Teachers frequently use scaffolding strategies to help students learn to read correctly. The second strategy used by teachers in teaching reading comprehension is think aloud, this strategy is used by teachers at the while-reading learning stage. Teachers use this strategy by talking openly about their thoughts while reading the text, thus giving students direct insight into the reading comprehension process. Reciprocal teaching is a strategy in which students and teachers share the

role of teacher by allowing both to lead discussions about assigned readings. Reciprocal Teaching entails four discussion-guiding strategies: predicting, question generation, summarizing, and clarifying. The last strategy was the Question-Answer Relationship (QARs). QARs teach students how to recognize the various types of questions they ask and where to find the answers. This strategy is used by the teacher to help students focus more on the reading content that they should understand. This strategy is used by the teacher to determine whether or not the students have understood the text that they have read. QARs teaches students how to decipher what types of questions they were being asked and where to find the answers to them.

2. From the teachers' interview, it can be found that the reasons why the teacher of Man 1 Medan uses those strategies to help the students understand the reading text and guide the students to focus more on the text. To assist their students in overcoming difficulties in comprehending texts, particularly the various aspects of reading such as the main idea, detailed information, making inferences, and noting references, teachers could assist students in developing the meaning contained in the text reading so that students could more easily understand the contents of reading. The goal of learning reading comprehension cannot be easily attained without the use of appropriate strategies.

## B. Suggestions

Based on the findings of this study, the researcher made some suggestions to the teacher, students, and other researchers.

### 1. For the Teachers

- a. This research has the potential to improve the English teacher's ability to teach English. Teacher strategies must be used because this is how the teacher determines learning objectives during the teaching learning process.
- b. The teacher should encourage more activity in the reading text and provide learning motivation.
- c. The teacher should be able to engage students in active learning, particularly when practicing reading comprehension.

### 2. For the Students

- a. Students should be self-assured when speaking English and not be concerned about their mistakes.
- b. Students should take a more active role in the teaching and learning process.
- c. Students should study hard and explore their ability to expand their vocabulary and knowledge by reading English books that they can apply in their daily lives.

### 3. For other Researchers

- a. The next researcher can conduct research on the important teacher strategies used by English teachers in the teaching and learning

process. As a result, the outcome will provide more benefits and be more easily applied in a larger area.

- b. The researcher expects that other researchers will investigate as many as good reading strategies such as the theory stated by Klein in 1993, by finding other strategy, the researcher hopes it can create better reading comprehension for the students. And this research will be useful as a reference for their work. Furthermore, it can be used by those who conduct and develop similar studies.



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