

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussion in the previous chapter, the following conclusions are drawn:

1. There is one teacher as data. This teacher uses two strategies, namely think-aloud and QARs. think-aloud is a process where the teacher models or demonstrates how to make students become independent students when learning to read. In addition, extend support when necessary. After finishing their reading, students should used the question-and-answer techniques (QARs). By QARs, students learn how to understand the many types of questions they are asked as well as where to go for the answers. By using the strategy described above, all the responses from the results of the student interviews were that they strongly agreed with learning to use this strategy, they felt learning by using the strategy made it easier for them to understand what was meant in the text. Therefore, the strategy used by the teacher was very effective for students.
2. From the teachers' observations, When you read this statement, it's obvious why teachers at SMP Negeri 7 Putussibau recommend that students focus more on the text and use this technique to help them understand it. In order for students to more easily understand the contents of the reading and to help students overcome difficulties in understanding the text, teachers can help students develop the meaning contained in reading texts. This is especially true for various aspects of reading, such as main ideas, detailed information, drawing conclusions, and recording references. Teachers can also help students overcome obstacles to establishing the meaning of the texts they are reading. Without using the right technique, one cannot easily achieve the goal of boosting reading comprehension.

B. Suggestions

The researcher provided some suggestions for the teacher, the students, and other researchers based on the findings of this study.

1. to the Teachers

- a. This research has the potential to increase the English teacher's ability to teach English. Teacher techniques must be used because this is how teachers develop learning objectives during the teaching-learning process.
- b. The teacher should encourage more action in the reading material and provide learning motivation.
- c. The teacher should be able to engage students in active learning, particularly while practicing reading comprehension.

2. To the Students

- a. Even if they are not native English speakers, students should speak the language with confidence and without fear of making mistakes.
- b. Students should participate more actively in the teaching and learning process.
- c. The students must work very hard in their studies, look into their potential, read English literature to broaden their vocabulary and comprehension, and apply what they have learned as much as they can each day.

3. To further researcher

- a) The researcher wishes for additional researchers to do this study across a larger geographic area. The following researcher was able to conduct research on the crucial teaching and learning teaching strategies used by an English teacher, and the researcher then hope that the other researcher was able to more thoroughly investigate the factors that make reading instruction difficult. Because of this, the results were more advantageous and applicable to a larger area.

b) The following researcher was given the chance to conduct research on the instructional techniques employed by English teachers, which are essential to the teaching and learning process. As a result, the solution was more advantageous and easier to use in a larger scope. The researcher expects that this research was useful as a reference to the research that those other researchers undertake because he or she anticipates that other researchers will examine additional areas that are connected to the strategies used by teachers. Additionally, those who undertake and promote research in a related field can use it.