

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in chapter IV, the conclusions of this study are: The strategy used by the teacher in teaching reading comprehension at SMPN 10 Sungai Kakap is using 4 strategies, namely the scaffolding strategy, QARs (question and answer relationship), Think aloud and Summarizing. teachers use this strategy to create students understand the reading text and students are guided to focus more on the text also the teacher can help students in developing the meaning contained in the reading text so that students more easily understand the contents of the reading.

How to apply the English teacher's strategy in teaching reading understanding in SMPN 10 Sungai Kakap. The strategies used by the teacher are (1) Scaffolding is an activity carried out by the teacher to help students overcome difficulties in learning situations related to the text. (2) QARs (Question Answer Relationship) where when students finish reading the text, the teacher asks about the vocabulary in the reading, with this strategy the teacher is able to know how far their students understand what the teacher has given to them. (3) Think Aloud This strategy helps students learn activities that aim to recall more important information than the text is given by the teacher. (4) Summarizing this strategy motivates students to express their understanding of reading the text and giving them the opportunity to read the text and summarize the important parts of the reading of the text they have read.

This strategy is used so that students can understand the reading and understand reading content. Based on this research, the strategy is effective in teaching reading comprehension because it can help students to understand the text. students who have difficulties in reading will be easier to master reading comprehension. By using this strategy, it is easier for the teacher to provide material to students.

The interview was conducted with an English teacher at SMPN 10 Sungai Kakap. The teacher interview was conducted on Thursday, 1 December 2022. Data not disclosed through interviews, supplemented by data from direct observation conducted starting in December. the data from this study are described according to the focus of the research question. Researchers conducted interviews and observation techniques to obtain data about the application of English teacher strategies in teaching reading comprehension.

Implementing strategies in the learning process is certainly not an easy thing for educators. based on the results of the researcher's interview with the English teacher at SMPN 10 Sungai Kakap about the problems faced by teachers in implementing reading comprehension strategies. the problems faced by teachers in implementing teaching strategies are due to the different characters of students, lack of prior knowledge of students, and lack of teaching facilities in schools so these problems make it difficult for teachers to choose and implement what strategies to use when teaching reading comprehension. by using a reading strategy scaffolding, think aloud, question answer relationship the teacher found that there was an increase in students' understanding of reading so that the learning objectives could be as expected by the teacher.

B. Suggestion

The researcher hopes that this research can provide benefits and positive impacts in English language education to be used as a reference, especially in teaching strategies in reading comprehension in schools. First, for English teachers, the results of this study are expected to be a reference for developing teaching quality in teaching students' reading comprehension in the future. Second, for Students, by applying an approach strategy that fits the needs of students in the teaching and learning process students can achieve learning objectives to the fullest. Last, For the Researcher, this research design can be a guide for further researchers who will conduct research on this topic, as an

additional reference to improve English language skills regarding teaching strategies in teaching reading comprehension.