

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and the suggestions of this research study. The first section of this chapter highlights the conclusive summary of the findings based on the result of observation, interview, and document study. The second part presents suggestions and recommendation based on the findings and discussions of this research study.

5.1 Conclusion

In conclusion, this descriptive study aimed to analyze the strategies employed by teachers in teaching reading of procedure texts to ninth-grade students in English classrooms. Through classroom observations, interviews, and analysis of document, this research explored the various method and strategies utilized by teachers to enhance students' reading comprehension skills. Based on the finding and discussion, the researcher concludes that there were two strategies used by the teacher in teaching reading procedure text. Those strategies are SQ3R and QARs.

The use of these various strategies aimed to help students actively and deepen their understanding of procedure texts. Furthermore, the main role in using strategies supported teacher in giving instruction during learning process. In implemented the strategies, the findings showed a consistent implementation pattern carried out by teachers in teaching reading procedure texts, namely the pattern of pre-reading activities, reading activities, and post-reading activities. The

difficulty in teaching reading procedure texts were students' lack of vocabularies. That difficulty required teacher to find solutions in order to evaluate or improve further teaching. The teacher solutions were engages with students by introducing new words and reviewing them at the end of each lesson to improve students' vocabularies.

5.2 Suggestion

Based on the conclusions of this study, the following suggestions for future research can be made. It is better if the teacher can help students by providing more knowledge in English so that it can encourage and motivate students to read English texts. In addition, the teacher is expected to be able to implement a new strategy or a different strategy to solve the problem of students' lack of knowledge of reading procedure text especially enriched vocabularies in learning English. Then it is hoped that the teacher can use various kinds of media in teaching so that the learning atmosphere was be more active. For the students, they should learn English more and actively read English texts inside and outside the classroom, so that they get used to it and they can improve their English competence and reading ability.

It is hoped that the results of this study can be used as a reference for those who wish to conduct research related to the analysis of teacher strategies in teaching reading procedure texts and can conduct research related to the strategies used by teachers. For further research, teachers and researchers can gain deeper insights into effective strategies for teaching reading of procedure texts to ninth

graders. These insights can contribute to the development of evidence-based practices that enhance students' reading skills, comprehension abilities, and overall academic success.

