

## CHAPTER V

### CONCLUSION AND SUGGESTION

The researcher concluded the findings of the research and suggested some points for students, teachers, and other researchers in this chapter.

#### 5.1 Conclusion

Based on the research findings and discussion, the researcher can draw the following conclusions:

The first is that the teacher applied five English reading comprehension teaching strategies to the students of grade IX-G students in SMP Negeri 8 Purwokerto, such as BKOF and Join Construction strategy in the first meeting activity of classroom observation precisely on the first and the second while-teaching, on the first until the third classroom activity, and on post teaching with the material of procedure text; Reading Aloud strategy in the first meeting activity of classroom observation precisely on the first while-teaching and the third classroom activity with the material of procedure text. Additionally, in the second meeting activity of classroom observation was precisely on while-teaching with the material of tenses; Reading in Detail strategy in the second meeting activity of classroom observation precisely on the second classroom activity with the material of tenses; Drilling strategy in the first meeting activity of classroom observation precisely on the first, the third, and the fourth classroom activity, and on the second assessment with the material of procedure text.

Besides that, in the second meeting activity of classroom observation was precisely on the second and the third assessment with the material of tenses; and Correcting Students' Mispronunciation strategy in the first meeting activity of classroom observation precisely on the fourth classroom activity with the material of procedure text. On the other hand, on the second meeting activity of classroom observation was precisely on the first classroom activity and on the third assessment with the material of tenses.

The second, the teacher implemented BKOF as the first step meanwhile Join Construction as the second step of teaching reading strategies which were interrelated. BKOF acted when the teacher discussed about procedure text with the students, then the teacher continued about verb and tenses. In addition, Join Construction strategy was also combined by applying students' understanding in learning the type of text taught by the teacher. Join Construction is part of BKOF strategy. It could be shown when the students were reading the text. Practically, the teacher taught the students about vocabulary, the structure of procedure text, tenses, and imperative sentence of procedure text material. After the teacher did those activities, the teacher had roles to ensure that the students obtained their understanding in learning tenses, especially about simple present tense which included imperative sentence of procedure text material. Moreover, the teacher had to introduce the students about conjunction in procedure text material. The implementation of Reading Aloud is the teacher instructed the students for reading the text loudly and they had to understand the meaning of the text. The teacher also gave an example of how to read correctly then the students

repeated it word by word to sentence by sentence until each sentence per paragraph in sequence. After the students read aloud the text, the teacher corrected wrong reading pronunciation to be corrected. The implementation of Reading in Detail strategy, the teacher guided the students to read the text in detail silently, then the teacher asked several questions for them related to the material or text reading. The implementation of Drilling strategy is the teacher said English word by word, sentence by sentence, then the students repeated it (the students repeated the sentence after the teacher). The last for the implementation of Correcting Students' Mispronunciation strategy is the teacher corrected students' English mispronunciation that were still wrong to better and correct pronunciation. The teacher had big roles in creating them for practice and try bravely and always be confident in any condition. So, those were the result answer of first research question about five reading comprehension teaching strategies were used in teaching English by the teacher to students at IX-G of SMP Negeri 8 Purwokerto and the second research question about the way of how the teacher applied those five English reading comprehension teaching strategies to students at IX-G of SMP Negeri 8 Purwokerto.

## **5.2 Suggestion**

Based on the conclusion above, the researcher proposed the following suggestions:

### **5.2.1 For Teacher**

In teaching the lesson material especially for reading, the teacher will have to use the appropriate strategies depending on the class condition and students' capability in learning English. The teacher is hoped can increase the teaching quality, especially in reading teaching strategies, be more creative so the students can be happier and easier in doing teaching and learning activity. Moreover, the teacher must also be able to make the classroom activities to be fun and engaging, so that the students can focus more on learning reading in the class.

### **5.2.2 For Students**

Hopefully the students can learn the lesson material especially in learning reading more seriously. The students have to being good participants in responding the teacher's questions and answers. The students can be more active in arguing the opinion and discussion related to the reading material taught by the teacher in the classroom.

### **5.2.3 For Other Researchers**

For further research, this research can be used as a reference to conduct another research in the same field. Future researcher can dig deeper into implementing English reading comprehension teaching strategies in other schools. Finally, the researcher realized that this research still has some weakness and mistakes. Therefore, the researcher would like to accept any constructive suggestion to make research better.