

CHAPTER V

CONCLUSIONS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS FOR FURTHER STUDIES

After conducting the research, doing the analysis, and present in the results, the conclusion, limitation and pedagogical implications of this research will be present in this last chapter.

5.1 Conclusions

From the result of the research that has been discussed in chapter IV, the researcher can conclude that this research shows that in teaching reading comprehension the teachers use various teaching strategies. The teaching strategy are pre-reading instruction, calculative vocabulary, teach for comprehension, and during reading instruction.

Based on this research, those strategies are effective in teaching reading comprehension because can help student to comprehend the text. The teacher's way of implementing this strategy is conducting pre-reading instruction. The teacher divides students into group, the teacher gives each different text title, and then the teacher asks each group to discuss the title given. After knowing the topic of the given text, then the representative from each group to explain the topic that has been obtained from the results of the discussions. This strategy can help the students understand the information and engage them in reading. Besides, teach for comprehension. The teacher gives questions to students according to the text that students have read before. However, students find it difficult to answer the

questions given by the teacher. Then the teacher explains the text that has been given, so that the students easily understand the text.

Beside that, during reading strategies. The teacher asks students to memorize a minimum five vocabulary words. After that, students were asked to memorize the vocabulary on their respective chairs according to the attendance list.

In short, those strategies give good contribution for teacher. Students who have difficulty in reading will be easier in mastering reading comprehension. With uses this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active, and the students can exchange their opinion with their friends. In solving problem, the teacher also can solve the problem when the problem appears during the lesson.

5.2 Limitation of the Study

This research was only conducted with a population sample, namely teachers who teach in second grade one of the state Islamic senior high school in Kendari. In this study only two teachers were respondents. Besides, the obstacles experienced when the researcher will conduct face to face interview, but the teacher get the message that she will teach online. In addition, seeing the current conditions one of the teacher will interview, the researcher did not want to do a direct interview but had to do an online interview or just send an interview via WhatsApp. However, there were several obstacles, so that the teacher was late in answering the interview that had been sent by the researcher.

5.3 Recommendation for Further Studies

These learning outcomes can be used as a reference as the recommendation for teachers about teacher performance in the teaching English, especially in reading learning. And is expected to be references for English teachers to find out the right teaching strategy. So that teachers can improve their performance in teaching and learning process. For students with the strategies that use by the teachers, the students hope understands more about reading comprehension and enjoy with the lesson. In addition, the students are suggested to read a lot of English book to increase the knowledge of English especially for increase their comprehension in reading text.

Finally, the research was interested in learning the strategies used by the teacher in teaching reading comprehension. Therefore, the research equation in previous research is the method and focus of the teachers' strategies in teaching reading comprehension. The difference lies in the subject and object of research. In previous research, the teacher used exiting teaching strategies with materials, indicators and learning objectives based on the syllabus and curriculum. In addition, the teacher activates the students' background knowledge first. While in the research being studied, the teacher prefers to use various strategies according to the material and condition in the classroom to increase students' motivation in learning reading.

Besides, researcher hopes that the result of the study can be used as reference assistance for future researchers who focus on learning about teacher strategies used by English teachers which are important in the teaching and learning process. Therefore, these results will be more profitable and easy to apply in a wider area.

