

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the findings and discussion in the previous chapter showing that the use of the pre-reading method can help students in English lessons, this research was carried out at MAN 1 Konda, especially in class XI MIA 2. This started on February 25, 2020 to March 3.

From the results of student reflections made by most of the students revealed that the pre-reading method is a good technique in English, this is evident from the research findings which show that students are more active and easy to understand English learning material in class without hesitation. In addition, the results of student reflections show that students have made good progress from the first meeting to the last meeting. In addition, students who stated that they used pre-reading in English lessons could motivate them such as; quick to understand, fun, active, enthusiastic in learning English. Not only that, they say, using pre-reading can help them understand English material more easily.

5.2 Limitation

The researcher outlines a number of limitations of this study. First, the researcher did not use a questionnaire that could help researchers get more information about the pre-reading strategy. Second, most students did not write

their names in the reflection, so that some reflections were not included in the data coding. Third, the researchers paid less attention to the students who sat behind about four students, so they paid less attention to explanations in class, in fact they were male. Furthermore, the researcher did not have a good video recording to watch because the photographer did not have time to be present when the research was being carried out. Finally, the researchers actually held one more meeting so that this research could be completed or improved, but the time for researchers was limited because the Corona 19 Virus was registered in Kendari, forcing researchers to cancel or delete this one time.

5.3 Recommendation

Next, the researcher hopes that this research can be useful for educational institutions, lecturers, teachers, students. Based on the results of the previous discussion which stated that early reading has benefits in learning English, this can be seen from the reflection of students. The following will describe the benefits of this research, so that this research can be promoted for teachers, students, and researchers.

But first the English teacher must provide some reading materials related to the material to students because this can help students understand the material being taught so that they can know what will be learned and students are active in English lessons, so that students do not feel bored or sleepy while studying in class if the material being taught is presented in a new way or a new strategy such as pre-reading, but if the teacher brings material with the old strategy it can

make students feel bored and sleepy so students are easily bored and do not understand the material being taught.

Taught by teachers so that this can reduce student interest in learning, especially in learning English and in the end make students not like English lessons, this is very important for English teachers to know. This research is expected to be used by teachers in schools, besides that the researchers hope that this strategy can be further developed both from the way of carrying the strategy and the material so that this strategy can be better and more interesting so that it can attract students' interest and motivation in learning English, by improving a better strategy will provide encouragement and enthusiasm for student learning, for that researchers hope that teachers or lecturers can develop this strategy so that the quality of learning can be improved in an easy way and interesting method.

Second, students will be more active in speaking in class if the teacher gives some activities to students, activities carried out such as giving short reading sheets containing sentences related to the material to be taught, this can help students understand the material to be taught, and by providing some activities such as applying the pre-reading method in English lessons, it can help students or encourage them to understand the material easily in class so that students can be more active in class. Research can be used by pre-service teachers as an option for teaching in high schools. This research can also be used for those who need to overcome anxiety in English lessons.

For any pre-reading strategy, teachers need to know the text and the information beforehand. Looking through the text, teachers need to find which information they want their students to know. This implication provides students with a better understanding before reading and it will allow them comprehend the text effectively. Once this is found, the pre-reading strategy can be planned. Using nonfiction text, the information has a lot of higher-level vocabulary that can be difficult for the students. Texts that have the difficult vocabulary words teachers should identify the words and provide them to the students in a previewing vocabulary activity.

Within this strategy, students need to not only see the definition of the word they need to connect it to their prior knowledge. Knowing your students, and what they already know, is an important implication in order to find the ample pre-reading strategy. When a teacher looks at the pre-reading strategy non-fiction text and knows their student will be able to distinguish the major vocabulary words, they would then be able to decide that the book feature walk would be the better strategy. The book feature walk activates the student's prior knowledge in that, if the content is something they have seen before they would be able to look through the text and connect it to their knowledge. The last implication is teachers providing their students new pre-reading strategies through scaffolding.

Once the teacher finds the pre-reading strategy that is the best for the students, they then can scaffold their students in order to use the strategy to the fullest potential. Scaffolding, allows the teacher to provide the support needed to

assist a student's ability to build on prior knowledge and internalize new information (Scharlach, 2008). Students need the support from the teacher in order to understand and use the strategy successfully. When the students are able to use the strategy, they will take that information and use it when they read independently in the classroom. Scaffolding allows students to read for comprehension and understand the information the teacher wants the students to know.

5.4 Pedagogical Implication

The results showed that the pre-reading method used during the teaching and learning process could be an effective way to overcome student difficulties and increase students' understanding of the material to be taught, this can be seen from the results of this study. Basically, there are several advantages of the pre-reading method in this study. The following will give you the advantages of pre-reading in teaching English.

First, pre-reading can improve students' speaking skills in English. To do this first, the teacher gives a short reading to each student. The second, the teacher asks students to find the core sentence of the given paragraph. The third, the teacher asks the students to move the sentence in their notebooks. After that, each student serves to rise to the fore of the class, to do this activity. Teachers are expected to ask students to advance in groups. After that, the teacher asks students to explain the reading given by the teacher. The students' objectives are

expected to explain in groups among others. So that they don't feel nervous trying to speak in English.

Second, this technique can help students to add vocabulary to do this. The first step, the teacher will invite students to read short paragraphs of English. Second step, the teacher asks students to mark each newly discovered vocabulary. Third step, the teacher gives examples of simple sentences. Fifth step, the teacher asks students to make simple sentences using the new vocabulary they have found make simple sentences using the newly discovered vocabulary.

Lastly, pre-reading can improve students' writing skills. To do this, the first step, the teacher gives a short reading to the students. Second step, the teacher asks students to write the meaning of the given paragraph. Third step, the teacher asks students to explain the written results of the reading in more depth. In addition, the combination of learning media with several activities in learning English really helps students become more enthusiastic in learning English.

