

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of what has previously been discussed and some suggestions regarding this study.

A. Conclusion

In this study, English teachers at SMP Negeri 4 Pare were observed using two strategies when teaching reading to students. The first strategy is reciprocal teaching, and the second is scaffolding. Teachers used this strategy to develop students' knowledge and skills in reading comprehension of English. The first strategy is reciprocal teaching, in which in this strategy the teacher has the role of facilitating and correcting student work. In this strategy, the teacher takes four steps: predicting, generating questions, clarifying, and summarizing. The teacher carries out these four steps in class, and sometimes the teacher also combines these steps with the different needs of each class and class conditions that are not always the same. In the strategy, the teacher always applies the question-generating action, which has an essential role in students' understanding, because the questions that arise in the students' minds will also bring up an experience of the lesson.

However, the strategy will not work when dealing with passive students, and finally, the teacher will ask questions first, which will stimulate students to look for answers asked by the teacher. The teacher will see which students were passive and will appoint these students to take part in class discussions if the teacher did not do that. Indeed, the learning process will not

be understood by students in one class because the teacher must ensure students understand the material. The question-and-answer strategy was one of the teacher's choices to increase students' understanding of reading English texts. This indirectly also trains students to be active in class and practice public speaking.

In addition, this strategy will help students understand what will be learned by stimulating students' thoughts about various questions that arise after the teacher asks students to read the material to be studied. The teacher sometimes also divides into small groups in the class, from active to passive students divided equally so that some students understand more, even in understanding reading lessons, because an inactive student will ask their active friends in one group. They will work together to find conclusions in understanding the material taught by the teacher. So the teacher's role here becomes lighter because the teacher will be more of a mentor or facilitator in class than being the first source of knowledge obtained by students.

Besides, the teacher can supervise active and passive students in one class using a scaffolding strategy where the teacher has an essential role in leading students who lack understanding of the lesson. The teacher is required to guide students who are lagging in the lesson, the teacher teaches students in stages, from the first being fully guided, then being guided slowly off. So that students are moved cognitively and motorically in understanding the lesson.

B. Suggestion

From the study results presented earlier in chapter four, some suggestions can be considered for students, English teachers, and researchers.

1. For the teacher

The teacher has implemented English learning strategies in class very well. With long teaching experience, the teacher can undoubtedly understand the character of her students. However, researchers hope to pay more attention to students who are not active in understanding the subject matter to achieve learning objectives.

2. For the students

With the strategy used by the teacher, it is hoped that students will better understand reading comprehension of English texts, be able to read English texts according to their pronunciation, and enjoy their lessons during class.

3. For the researcher

The researcher hopes that other researchers can conduct this research on a broader area, which of course, the strategies found will be far more numerous. Future researchers can examine English teacher strategies essential to teaching and learning. Thus, these results will be more beneficial and applied to a broader area. It is hoped that this research can provide inspiration and guidance for future researchers to be more thorough in research so that the results are better than this.