

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains the conclusion and recommendation. The conclusion is drawn after getting research findings and data analysis. Furthermore, suggestion leads further researchers who are interested in doing similar research.

#### **5.1 Conclusion**

Based on the information provided in the data description and discussion, the researcher has come to a conclusion regarding the methods employed by teachers in teaching students' reading comprehension. It was found that teachers utilized two main strategies: finding difficult vocabulary and implementing the QARs (Question-Answer Relationship) strategy. These strategies were adopted to enhance students' understanding of the text and improve their reading comprehension skills. By focusing on these strategies, teachers aimed to support students in overcoming difficulties encountered during reading activities.

Teachers faced some challenges in implementing the strategy in the class to teaching reading comprehension. The researcher finds three kinds of obstacles which faced by the teacher, there are the obstacle in the process of the teaching, obstacle in understanding the students to increase their reading ability and students' motivation during the learning process. According to the data description and discussion, the researcher concludes that the problems faced by teachers are time constraints and adjusting the curriculum and students lack of vocabulary

which makes them less interested and less enthusiastic about learning English, and also the lack of willingness from the students themselves to learn English.

To address these challenges effectively, the teacher has implemented several proactive solutions. Firstly, the teacher has proactively addressed challenges by dedicating more class time to teach reading comprehension techniques, encouraging students to bring dictionaries, and implementing creative instructional strategies to boost motivation. These efforts aim to overcome time constraints, enhance vocabulary acquisition, and reinvigorate student enthusiasm, fostering a conducive learning environment for English language development.

The implications of this research are that this research provides valuable insight for teachers to be able to use appropriate and effective teaching strategies in developing students' reading comprehension skills. These implications allow teachers to improve their teaching approaches, adapt learning methods to individual students' needs in developing critical thinking skills, and improve the overall quality of teaching.

Meanwhile, for students, the implications of this research lead to more effective and meaningful learning experiences. By implementing appropriate and effective teaching strategies to improve reading comprehension, students can develop strong reading comprehension skills which are a key aspect in academic achievement. In addition, choosing learning strategies that are more relevant and interesting can increase students' interest in learning and motivate them to be more actively involved in the teaching and learning process.

This research not only has a direct impact on teachers in improving the quality of their teaching but also has a significant positive impact on the learning experience of students in vocational high schools.

## **5.2 Suggestion**

After conducting the research and getting the findings about teachers' strategies on teaching students' reading comprehension, the researcher would like to give several suggestions.

The teaching and learning process deserves the teacher's attention, especially the English subject, which is a foreign language for students. Teachers must face various challenges in teaching EFL students due to many factors underlying the lack of English skills, especially in reading. In response to this, the teacher should always be prepared to face all problems in teaching reading comprehension in the class by always considering aspects of teaching in the class.

Furthermore, teachers are required to understand more about what goals and focuses they want to achieve and match them with the strategy before starting learning. Teachers can use a variety of techniques, such as developing their own games or using games that have been adapted for teaching reading comprehension so that students can more enthusiast and active during teaching reading comprehension.

Lastly for the future research endeavors, it is suggested that investigations explore topics beyond teaching reading comprehension, thereby diversifying the scope of educational research and addressing broader educational needs.