

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings of this research on the strategies used by teacher when teaching reading skills at SMAN 4 Kota Jambi, it can be concluded that teacher apply various strategies to support students' understanding of texts, especially narrative texts. These strategies are in line with Brown's (2001) theory, which divides the reading process into three main stages: pre-reading (pre-teaching), while reading (while teaching), and post reading (post teaching).

In the pre-teaching stage, the teacher applied several strategies such as ice-breaking activities, using visual media, and activating prior knowledge through brainstorming. These strategies help students prepare themselves before reading the text and increase their interest in the material to be learnt. In the while teaching stage, teacher use strategies such as small group discussions, sequencing activities, reading aloud, discussing narrative text structure, technology-based quizzes (Kahoot, Quizziz), and retelling. The purpose of using quizzes at this stage is to directly assess students' understanding and increase students' engagement in reading activities. During the process, students are encouraged to answer quickly and correctly, while the teacher can directly discuss the answers and provide feedback on their understanding. In the post-reading stage, the teacher implements comprehension evaluation and reflective writing (Journal). These strategies allow students to deepen their understanding of the text and reflect on the lessons they can draw from the reading. In addition, through students' reflection journals,

teachers can evaluate whether the strategies used are effective or need adjustments. The journal provides direct feedback from students, helping teachers understand their difficulties and develop more suitable teaching methods for the next lesson.

Furthermore, the findings of this research have also showed that the choices of strategies by teachers are based on several pedagogical reasons. Some of these reasons include making learning more interesting and meaningful, increasing students' participation, overcoming students' anxiety in speaking and reading English, and adjusting teaching methods to students' learning styles and needs. In addition, the implementation of technology-based learning such as Kahoot and Quizziz proved effective in increasing students' enthusiasm for reading and improving their comprehension

5.2 Suggestion

The results of the research on EFL teachers' strategies to teach English reading skills at SMAN 4 Kota Jambi showed that there are some suggestions that can be addressed to teachers, students, and future researchers to improve the quality of teaching English reading. It is suggested that teachers continue to develop and implement more interactive and varied teaching methods, such as the use of visual media, group discussions, and the use of technology in game-based learning such as Kahoot and Quiz. These strategies have been proven to make students more interested in learning and improve student comprehension. Student reflection journals can also be used by teachers as an evaluation tool to determine whether the strategies implemented have met students' needs or to adjust them to achieve better learning outcomes.

On the other hand, it is expected that students will more actively use the reading techniques they have been taught, both when reading in class and when reading independently outside of school. By analysing the text structure, finding the main idea, and reflecting on the moral message of the texts they read, students can improve their reading skills. In addition, the use of digital educational resources such as English language apps and interactive e-books can also help students learn to read independently.

Furthermore, future researchers can use this research as a reference to study teaching methods on diverse text types, such as descriptive, exposition, procedure, and argumentative. The aim is to provide a broader understanding of how effective reading strategies are in various learning contexts. Moreover, further research could also be conducted in schools that have different curricula or academic levels. Consequently, this would provide a better understanding of how reading methods can be applied in various educational environments.