

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of conclusions and suggestions for reader about the implementation of discussion method.

#### **5.1 Conclusions**

The implementation of the discussion method in teaching narrative texts follows three structured stages: pre-teaching, while-teaching, and post-teaching. Each stage contributes to creating a student-centered and interactive learning environment that promotes both language development and critical thinking.

In the pre-teaching phase, the teacher ensures proper preparation and builds students' confidence through warm-up conversations in English. This stage also activates students' prior knowledge through brainstorming activities and visual media. Additionally, the teacher clearly introduces the topic and outlines the learning objectives to provide a clear focus for the lesson.

During the while-teaching phase, the instructional pace is adjusted to match students' proficiency levels. The teacher utilizes narrative texts that are varied and level-appropriate, and facilitates small group activities such as arranging paragraphs, identifying grammatical elements, and discussing story structures. Group discussions are actively monitored, with the teacher offering guidance as needed. To maintain student interest, interactive elements like games are occasionally incorporated.

The post-teaching phase allows students to reflect on their learning by summarizing the material using a mix of English and Indonesian, promoting collaborative learning through peer support. Incomplete tasks are continued in class rather than assigned as homework, recognizing that not all students have sufficient academic support outside of school. Assessment focuses on students' comprehension and participation rather than solely on task completion. The teacher also previews the upcoming material to ensure a smooth transition to the next lesson.

Teachers are encouraged to apply the discussion method in a flexible way that suits their students' needs and classroom situations. This method can give students more chances to talk, share ideas, and practice using English actively. While some challenges may appear--such as unequal group participation or limited vocabulary--the discussion method still has the potential to support students in building their language skills, thinking more critically, and becoming more confident in expressing their ideas.

## **5.2 Suggestions**

### **5.2.1 For Teachers**

Teachers are encouraged to prepare teaching materials and classroom conditions before lessons begin to ensure the smooth application of the discussion method. Building rapport at the start of the lesson can help reduce students' anxiety and increase motivation. Using various techniques like brainstorming and visual media is recommended to activate students' background knowledge. Teachers should also adapt reading materials to match students' levels to prevent frustration and promote comprehension. Further

professional training on managing discussion-based reading classes is recommended for enhancing teaching quality.

### **5.2.2 For Students**

Students are encouraged to take an active role in discussion-based learning. This includes cooperating with peers during group work, expressing their thoughts, and contributing to problem-solving tasks. By doing so, they will not only improve their reading skills but also develop important communication and collaboration abilities that are useful beyond the classroom.

### **5.2.3 For Future Researchers**

Future researchers are encouraged to investigate the impact of discussion methods through quantitative approaches to provide measurable data on their effectiveness. In addition, it is recommended to explore students' perceptions, motivation, and learning outcomes by varying text types, age or grade levels, and school environments such as class size. Furthermore, researchers are advised to consider factor teacher professionalism, as these elements may significantly influence student participation and learning outcomes in classroom discussions. To gain a more comprehensive understanding, a mixed-method research design may also be employed to examine both the implementation process and its impact on reading comprehension.

