

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestions to the next researcher related to this study.

#### **5.1 Conclusion**

This study investigated the strategies used by pre-service English teachers in teaching reading at junior high schools in Jambi City. The findings revealed that QAR was the dominant strategy employed by all participants, as it was considered effective, systematic, and helpful in guiding students' comprehension. The implementation of QAR generally followed a clear procedure, beginning with opening activities such as warm-up questions or vocabulary introduction, followed by text reading, presentation of QAR questions, classroom discussion, and closing through review and reflection. Descriptive text was identified as the most suitable genre for QAR, since it provides abundant factual details for literal questions and also opportunities for inferential and evaluative thinking. The advantages of QAR include making reading lessons more directed, engaging, and focused, as well as supporting the development of students' critical thinking. However, several challenges were also reported, including time constraints, limited vocabulary, students' reluctance to write. Overall, QAR was perceived as suitable for junior high school students because it is simple, age-appropriate, and capable of fostering systematic and critical reading skills, although it requires consistent practice and teacher scaffolding to be maximally effective.

## **5.2 Suggestion**

### **a) For English teachers**

Teachers are encouraged to apply the QAR strategy in reading lessons, particularly when teaching descriptive texts, as it has been proven effective in guiding students' comprehension.

### **a) For students**

Students should actively engage in QAR activities by attempting to answer individually before discussing in groups, as this helps them build confidence and independence. They are also encouraged to expand their vocabulary to reduce difficulties in comprehension tasks.

### **b) For future researchers**

Future studies could involve classroom observations to complement interview data and provide a more complete picture of QAR implementation. Research could also explore the use of QAR in teaching other text genres (narrative, recount, or expository) to examine its broader applicability.