**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter presents : (1) conclusions, and (2) suggestions

In this chapter, all of the result from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturer, students, and other researcher.

**5.1 Conclusions**

 From this research, there were some important information that had been collected from the teacher of English at SMK Nurul Iman Palembang. Based on the results of data analysis using thematic analysis, I found that the first research question was about the strategies of English teacher's in teaching reading comprehension. Finally, the strategies used by the teachers achieve the objectives of teaching reading comprehension regarding the first research question, it was found that teachers often use think-aloud and reciprocal teaching strategies in teaching reading comprehension in the classroom. The teacher tells students when they make mistakes while reading the text, such as explaining the material, correcting their reading, telling them the correct pronunciation, and saying the correct vocabulary. Then the teacher provides input on the mistakes made by students during the teaching and learning process so that they don't repeat them. Furthermore, it was found that teachers focus on startegies of think-aloud and reciprocal teaching related to reading comprehension, such as pronunciation, correct vocabulary, and comprehension in reading. The teacher's biggest goal is to use this strategy to make students understand the reading text and students are guided to focus more texts and teachers can also help students develop the meaning they containin the reading text so that students can more easily understand the content of the reading.

 For the second research question, this shows that students need strategies in reading comprehension from the teacher. This strategies can help them find out if they did it right, what they did wrong and how they can fix it. After that, the teacher's strategy can improve students reading skills. This shows that the strategy of the teacher motivates students to improve their reading comprehension skills. The teacher motivates students not only to improve their reading but also to improve their English in general. The last response, this strategy was used so that students understand the reading and understand the contents of the reading. Based on this research, those strategies were effective in teaching reading comprehension because it can help students to comprehend the text. In short, those strategies gave good contribution for teacher. Students who have difficulty in reading would be easier in mastering reading comprehension. With used thisstrategy the teacher more easily gave the material to the students. Those strategies could help the teacher because the students more active. And the students could exchange their opinion with their friends.

**5.2 Suggestions**

 Based on the conclusions above, I give some suggestions, hopefully they can be useful for: *For Teachers,* this research can improve the quality of English teachers in teaching languages English. The teacher strategy must be applied because the teacher's strategy for determining to learn objectives during the teaching and learning process. *For students,* with the strategy used by the teacher, I hope the students will more understanding about reading comprehension and enjoy the lesson. *Further researchers,* for other researchers can do this research ona larger area. Further researchers can conduct research onteacher strategies used by an English teacher that are important in teaching andlearning process. Therefore, these results will be more favorable.