CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of all the results gethered through the findings, and the researcher also presented the suggestions that were expected to be useful for students, teachers and other furture researchers.

5.1 Conclusions

Based on the data analyzed by using thematic analysis, the researcher found that there were some challenges on the use of Facebook Messenger in teaching reading that faced by English teachers at SMA N 1 Abab. The teachers' challenges were divided into three. The first challenge was the lack of internet access from students. This challenge was engendered by two problems such as some of the students had problem in connection instability and the students also had problem to afford sufficient internet data when they wanted to participate in online learning. These problem emerged because some of students lived far away from the school that had a good internet network connection and many students had difficulty in buying internet data. The second challenge was lack of students' awareness in online learning. It happened because the students always submitted their assignment exceeding the deadline and many students were not able to join the online learning as sheduled. Then, the last challenge was the lack of participation. This challenge appeared because many students who to be passive in online reading discussion. They did not actively participate in EFL reading classroom because most of them had low English proficiency.

5.2 Suggestions

According to the conclusion described above, the researcher would like to convey some suggestions that it is important to criticize and pay much attention to the challenges which affected the teachers' activities in teaching reading by using Facebook Messenger. In this context, my suggestions are oriented to the students, the teachers, and next researchers.

Based on what the researcher found in this study, it is expected the students can see the importance of participation on the online EFL reading classroom through the online platform especially Facebook Messenger application. Therefore, the students have to encourage themselves to be more active in getting involved during the EFL reading classroom.

Next, according to the research findings, it is hoped that the teachers can maximize the way when they teach English reading to the students. The teacher can apply some effective strategies to make the students more brave and active in taking part in the online classroom through Facebook Messenger platform. It is because their participation has a good influence in improving their English reading ability and their knowledge about English.

Last, the researcher expect that the present study can be useful for the next researchers who want to conduct similar research can explain the effective strategies to cope the challenges in teaching reading by using Facebook Messenger which was not explained in this study.

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