

CHAPTER V

CLOSURE

A. Conclusion

There are conclusions based on the discussion of research results, it can be concluded that:

1. The Implementation Process of PQ4R Metacognitive Strategy in Teaching and Learning Reading Comprehension in EFL Class

The process of teaching and learning reading comprehension at SMPN 3 Anjir Muara class VIII using the PQ4R metacognitive strategy went quite well but was still less effective and not optimal. This occurs as a result of the teacher skipping a few stages in the technique because it is tough to manage their time and the students finding it challenging to follow along for a variety of reasons.

2. The Problems in Teaching and Learning Reading Comprehension

a. The Problems Faced by the Teacher in Teaching Reading Comprehension

There are several problems faced by teachers in the process of teaching reading comprehension in class VIII. The problems include teachers' poor time management skills, issues with students' basic skills, students' slow reading habits that cause teachers to run out of time, students' difficulty in identifying patterns, main ideas, and supporting details, teachers' difficulty in selecting reading comprehension lesson materials that are appropriate for the students' level, and teachers' difficulty in selecting exercises that will pique

students' interest in the subject of reading comprehension. Finally, the teacher finds it difficult to encourage, assist, and invite students to participate fully in the teaching and learning process.

b. **The Problems Faced by Students in Learning Reading Comprehension**

The students run across a number of issues when they are studying reading comprehension. The issue facing the students is that they struggle to grasp word meanings and do not have a strong command of vocabulary. They also have trouble remembering words or phrases from the reading material. Students frequently read slowly. The students struggle to understand the text's core idea, draw conclusions, and locate supporting facts in the reading material. The students therefore find it challenging to follow the teaching and learning reading process and get reading comprehension as a result of the issues they are facing.

B. Suggestion

In light of the results of the research, the researcher would like to suggest the following:

1. For the English Teacher

For the first, before beginning a lesson, teachers should prepare the content thoroughly. They should also search a variety of online and offline resources for additional teaching materials that are appropriate for the scenario and reading ability of their students. Teachers might attempt to use learning media, such as images, movies, films, etc., to assist students learn and get engaged with the content.

When applying teaching and learning strategies, teachers need to make the most of their time. He has to force the students to pay attention to the process of teaching and learning. In order to effectively manage time and complete all the processes involved in teaching reading, the teacher must also adhere to all guidelines and make adjustments based on the needs of each student.

In order to teach reading comprehension, the instructor must adapt the exercises and questions so that they are simpler for the students to grasp based on their skills.

Teachers should constantly provide students with reading activities or tasks to complete at home in order to improve their vocabulary and reading speed.

2. For the Students

One piece of advice that may be provided to students is the significance of learning English, particularly for reading comprehension.

In order to improve their reading abilities, students should be given more time to read, both at school and at home. Apart from that, students should also develop reading habits. With the habit of reading texts, students will become familiar with English words and easily remember vocabulary and increase the vocabulary they have.

In addition, students ought to carry a dictionary to every English class so they may use it to look up definitions of words when they come across challenging language in the reading material. Concentration is another need for students when reading a material. In order to concentrate on listening to

the teacher and following instructions, as well as to make it simpler for them to understand the key concepts, inferences, and supporting details of the reading material, they must refrain from talking with other students or nodding off during class.

3. For other Researchers

Future researchers that are interested in reading comprehension strategy can study how to teach reading comprehension using the PQ4R metacognitive strategy or they can employ alternative strategy that help students acquire reading comprehension in a way that they find enjoyable, efficient, and engaging. In order for the teaching and learning process to proceed as smoothly as possible, the strategies employed must also be in line with the conditions, resources, and students of the school.