

## **CHAPTER IV CONCLUSION AND SUGGESTION**

### **4.1 Conclusion**

Based on the research findings and discussion in Research Question 1 and research question 2, the following conclusions are proposed: The implementation of 8th grade literacy which takes place in learning to read and understand English that can motivate students and teachers, can improve reading comprehension. In learning there are activities carried out by teachers and students including schema generators. This activity is carried out by linking the material to be studied. The strategies used by teachers in teaching reading comprehension at SMPN Cirebon, West Java generally use these three strategies: 1) Pre Reading, 2) Whilst Reading, 3) Post Reading. Teachers teaching reading use this general strategy to make students understand the steps in stating the purpose of reading, so that students can find the main ideas contained in each paragraph, and rediscover the contents of the reading using their own sentences and words. Activities carried out in multimedia. The teacher conducts initial activities with activities that are able to develop students' mindsets and are also able to motivate students to present descriptive, narrative and recount text material using text. The development of multimedia learning English in reading comprehension is one component that can facilitate teachers in teaching. Literacy activities carried out by teachers and students include reading texts. The text that students read is a concept about the material being taught that comes from textbooks. Another form of text reading activity is reading descriptive, narrative, and recount texts. In the activity of conveying ideas orally, the teacher applies a question and answer system to practice skills and communicate with students and evaluate students' responses to the material being taught.

Analysis of the needs of teachers and students is very important to develop reading comprehension learning in the 21st century. The need for learning development is seen from the reading strategy, paying attention to vocabulary when teaching Reading Comprehension, Text as a medium such as the type of text, the topic of the text, student characteristics or student abilities then, learning evaluation. To improve students' reading comprehension skills, teachers can train students to understand information by applying a scientific approach that is combined with these strategies. As for the needs of students during Reading Comprehension learning in managing text information and their abilities with social networks, they are very much needed because Reading Comprehension is important. Reading Comprehension is the main pillar in reading activities where a reader builds an understanding of a text and in the 21st century learning process, information and communication technology is a tool in an effort to achieve a learning process that prioritizes 21st century skills that must be possessed by students. learners. Then what is needed in improving intellectually is that students can discuss, and read a lot. What students need in getting used to learning to read EFL comprehension is understanding the meaning of words, especially increasing vocabulary as the basis for introducing foreign languages and then getting used to such practices to facilitate English pronunciation. By applying English learning strategies students need an explanation of the material being studied, to increase vocabulary in English, the teacher plays an active role in knowing the progress of students to know the material.

## **4.2 Suggestion**

### **4.2.1 For the Teachers**

Teachers of English are required to keep up with 21st-century learning. When they have been teaching for a long time, elders and instructors might be considered to still employ old methods, strategies, and others such as ancient teaching. As a result, the teacher must realize

himself in order to adapt to the always changing educational system. Teachers already utilize technology in the classroom. As a result, expect to learn a lot about how to use technology. As a result, English instructors may always self-actualize (develop their potential and talents) in order to adapt to changes in the educational system and meet their current educational objectives.

#### **4.2.2 For the Students**

This supports students in using it as a new source of information for learning English, especially reading. They can learn about many techniques and what is required during the lesson that the instructor uses when teaching reading so that they can easily understand and learn the material given by the teacher.

#### **4.2.3 For further research**

Better research may be done with the proper research methodologies and procedures to provide the right data. Future researches can investigate at how an English teacher uses teacher strategies that are important in the teaching and learning process. so that these findings may be used and implemented in a broader context

