CHAPTER V

CONCLUSION

5.1 Conclusion

Based on research conducted at the Mts S Robi'ul Islam Pasar latong school entitled "The implementation of Explicit Strategy in Reading comprehension at VIII Grade MTS S Robi'ul Islam Pasar Latong" which was conducted in class VIII-C for two weeks with 3 meetings, it can be concluded that the explicit strategy is effective. The process carried out by the teacher is as follows:

1. The teacher explains about the material

In this case, the teacher gives an explanation to the students by giving a topic about narrative text. The teacher explains the topic in detail, where the teacher explains the main or basic things such as the meaning of narrative text, objectives, characteristics and examples. The teacher explains to the students until the students can understand what is meant by narrative text, and the teacher also ensures that the student has understood or not what was conveyed by asking students about the narrative text.

2. Invite students to read the text

At this stage the teacher explains about examples of narrative texts and invites students to read narrative texts. In the observations that have been made by the researcher, the researcher can see that the teacher has invited the students to read the narrative text. The teacher constantly invites students to repeat the text he said, although at first there were some students who did not follow the reading that the teacher said, and in the end they also read it. Because of the patience of the teacher who continues to teach the topic to students, students who have difficulty can read the text.

3. Translate text

After carrying out the two processes above, the teacher helps students to translate the text in sentences, so that students understand what they read. This process is a process that must know about the meaning of the text, so the teacher helps students to translate the text first.

4. Give a question

After carrying out the three processes, namely explaining, inviting to read the text and translating the text, the teacher gives questions to students so they can see students' understanding of the text they have read, whether they understand it or not. This process is important for teachers to be able to measure students' abilities.

From the process of explicit strategies used in learning, it is found that this strategy is very effective in reading comprehension. This can be proven from all the processes that have been carried out in the learning process. Another fact that the explicit strategy was effective was from interviews with teachers. The teacher said that the grades obtained by the students were clear evidence that the strategy was effective. Likewise with other facts obtained from interviews with students. All of the students who were interviewed by the researcher said that the strategy was very effective in their teaching of narrative text. With the explicit strategy that has been used by the teacher, they can read the English text even though they have never read the English text before.

5.2 Suggestion

Based on the results of the research described previously, the researcher would like to give advice to students, English teachers, and other researchers. Especially in Reading comprehension.

1. For school

School is a place for students to learn. Schools can increase students' motivation and interest in learning languages, as well as by assigning teachers who have strategies that can make students understand their reading comprehension

2. For teachers

The teacher is the most important person in the teaching and learning process, especially in the ways and strategies used by the teacher in teaching students to achieve the objectives of learning. Teachers must be able to create strategies that are able to make students able to go to their learning goals.

3. For other research

Those who want to develop all the information and knowledge about explicit strategies for those who are interested in conducting research related to the topic are able to conduct research in other fields.