

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

In the chapter five presents the findings and data summary based on the analysis in the research, which is arranged in three main parts, namely (1) conclusions, (2) implications and (3) suggestions.

5.1 Conclusion

5.1.1 Focus 1: How do English teacher plan teaching strategies for English reading skills to grade VII of SMP Negeri 1 Blitar

English teachers at SMP Negeri 1 Blitar conduct reading skills learning planning with a thorough and systematic approach. In teacher planning, it includes the preparation of teaching materials in the form of Learning Objective Flow (ATP), teaching modules, Annual Programs (PROTA), and Semester Programs (PROMES), as well as the selection of learning materials that are adjusted to students' abilities and interests. Teachers use various methods ranging from independent reading, reading together to the use of learning media such as vocabulary puzzles, articles and printed books. In the planning process, collaboration is carried out in the Subject Teacher Deliberation (MGMP) forum and support from the principal. In addition, teachers are also active in participating in training through the Ruang GTK (PMM) platform which functions as a supporting facility for the development of more realistic and efficient learning.

5.1.2 Focus 2: How do English teacher implement the strategies in the process of teaching English reading skills at SMP Negeri 1 Blitar

In the implementation of learning, teachers use various cooperative methods Think-pair-share, Roundtable, Jigsaw and reading aloud to activate the role of student involvement in understanding the text. The approach is applied in a variety of ways to avoid boredom and students can feel interested in participating in learning. Based on the results of the observation, it shows that students look more active in group discussions, reading in turns, translating sentences and understanding sentence structures in reading. In the use of projector and power point media and also added to the provision of group assignments through the google drive platform, it supports the process of student involvement and understanding of reading materials.

5.1.3 Focus 3: How do students interact and improve their English reading skills in process learning through the teachers' instructional strategies VII of SMP Negeri 1 Blitar

The teaching strategies used by teachers can improve interaction between students in the learning process. Students actively participate in group discussions, read in turns and exchange opinions to find out the contents of the reading text. In activities such as pronunciation exercises, recording new vocabulary and collaboration in answering questions from readings, students are more confident and accustomed to reading English texts. The interactions that are built can be two-way, where students not only communicate with several friends, but also with teachers who play an active role in gathering and mentoring in the classroom.

5.1.4 Focus 4: How are the effects of the English teachers' strategies towards the for students' English reading skill at SMP Negeri 1 Blitar

The strategies used by teachers have proven to have a positive impact on improving students' reading skills. This can be seen from the increase in students' mastery, increased self-confidence when reading in front of the class, and students' ability to understand the contents of the reading text. Formative and summative evaluations show progress in students' learning outcomes. Some of them were even able to participate in literacy events such as the IS soul competition and Asia-Pacific level activities, which reflects the success of the strategies used to encourage self-confidence and significant improvements in reading.

5.2 Implication

5.2.1 Theoretical Implications

The findings of this study offer theoretical reinforcement and expansion of existing knowledge regarding reading learning strategies, particularly in English language learning based on cooperative approaches such as Jigsaw, Think-pair-share, and roundtables. The use of interactive media that can improve reading comprehension and student engagement supports constructivist theory that prioritizes active student involvement in the learning process.

Furthermore, the role of teachers in using the GTK platform and their active involvement in the MGMP forum provides relevance to learning theories that emphasize the importance of reflection. Therefore, the results of this study do not necessarily deepen existing theories, but also provide a broader understanding of the integration of cooperative strategies, interactive media, and reflection in English language learning.

5.2.2 Practical Implications

The results of this study provide relevant practical implications for teachers, schools, and other parties in the world of English language education. Teachers are encouraged to implement cooperative learning models such as Jigsaw, Think-Pair-Share, and Roundtable because these strategies can increase student engagement. Furthermore, teachers can combine various interactive strategies such as vocabulary puzzles and PowerPoint presentations. These practical implications also show potential for replication in other schools with similar profiles, creating an effective reading learning model oriented toward strengthening collaboration.

5.3 Suggestion

5.3.1 Suggestion for English Teachers

Teachers are advised to continue to develop strategies used to teach reading skills. Several strategies such as think pair share, roundtable, reading aloud and jigsaw are effective in improving student understanding. In addition, the use of digital media and various interactive tool preferences can also be considered to suit students' learning styles and to maintain students' enthusiasm in reading English texts. Teachers are also advised to routinely conduct formative assessments and learning reflections to measure the success of the strategies that have been implemented, to make adjustments to the development and needs of students.

5.3.2 Suggestion for Students

Students are advised to be more proactive in participating in learning activities, especially when practicing reading skills. Active involvement in group discussions, games that use English vocabulary and good reading practice inside or

outside the school environment because it is very important to build positive habits such as reading an English text every day and recording some new vocabulary in a personal journal, so that it can improve understanding and self-confidence. In addition, students are also advised to ask for input from teachers or classmates and utilize online media platforms that can support learning effectively and efficiently.

5.3.3 Suggestion for the School

Schools should continue to provide support for teachers in developing professional programs, in the form of training in innovative reading strategies and the use of digital technology in learning. In addition, in fostering a culture of literacy in the school environment, such as reading competition agendas, English clubs or the provision of interesting reading materials which can foster interest in students in reading activities