

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research is to find the problems that teachers faced in teaching reading comprehension at SMPN 7 Kota Bukittinggi. After several step in conducting this research, the researcher concludes several conclusions.

Based on the findings and discussion, the researcher concludes that teaching reading comprehension at SMPN 7 Kota Bukittinggi still faces many problems. The data that were collected from interview, observation, and document analysis show that the teacher met several challenges in carrying out reading lessons. From all of the problems, three main problems appeared strongly, namely low student motivation, different levels of reading proficiency, and limited time and resources. These three problems became the dominant issues that influenced both the teacher's way of teaching and the students' way of learning.

The first problem is low student motivation. Many students showed less interest in reading activities because they considered English only as a compulsory subject. The Merdeka Curriculum policy that does not allow students to repeat grades also made them less serious in learning, because they believed they would pass regardless of their performance. The second problem is different levels of reading proficiency. In one classroom, some students could understand the text easily, while others still struggled with basic vocabulary and grammar. The teacher tended to give the same instruction for all students, so weaker students were left behind and stronger students were not challenged. The third problem is limited time and resources. The reduction of English lesson hours under the Merdeka Curriculum made it difficult for the teacher to provide enough practice. At the same time, the teaching still depended too much on textbooks and simple worksheets (LKPD), which were not fully effective to support comprehension.

Besides these three main problems, the researcher also found other problems that made the situation more complicated. These include the fact that the teacher had not received specific training in teaching reading comprehension, which made her depend mostly on textbooks and teacher-centered methods. The quality of LKPD was poor because many teachers were unwilling to create their own worksheets and preferred to rely on textbooks. Another problem was the difference in students' background knowledge. Some students already had good English ability and motivation from home, while others struggled and showed no interest at all. These conditions created a wider gap among students and made it more difficult for the teacher to manage the class effectively.

In conclusion, the problems in teaching reading comprehension at SMPN 7 Kota Bukittinggi are varied and closely connected. The three main problems are low motivation, proficiency differences, and limited time and resources. These central problems are related to other supporting problems such as lack of training, poor worksheets, and varied background knowledge. All of these problems influence each other and make the process of teaching reading comprehension less effective. Therefore, solving these problems requires not only the teacher's effort to apply better strategies in the classroom but also broader support from the school and education system in the form of training, better resources, and curriculum guidance. Only with combined efforts can the problems be reduced and the goal of teaching reading comprehension be reached more successfully.

B. Suggestion

After conducting this research, the researcher realizes that there are still many challenges faced in the teaching of reading comprehension, especially in SMPN 7 Kota Bukittinggi. The findings in this study show that problems in teaching do not only come from one side, but from various aspects such as pedagogical, linguistic, student, curriculum and time, and also material and resources. These problems are connected to each other and have a big influence

on the success of the learning process. Therefore, suggestions are needed to give some input and contribution for teachers, schools, students, and also future researchers. It is expected that through these suggestions, the teaching and learning of reading comprehension can be improved and can achieve better results. The suggestions are as follows:

1. For Teachers : Teachers are expected to improve their understanding in teaching reading comprehension by learning more about reading strategies, grammar explanation, and curriculum implementation. Teachers can join training, workshops, or self-study activities that help them become more creative in preparing teaching materials such as LKPD. Teachers also need to pay attention to student motivation and apply methods that can make students more active and interested in learning.
2. For Schools : After reading this reasearch, schools are expected to support teachers by giving more opportunities for training, seminars, or teacher group discussions related to the teaching of English reading comprehension. Schools also need to monitor and evaluate how teachers apply the Merdeka Curriculum, so the teaching process can be more suitable with the standard. Facilities and BOS funding should continue to be managed well to support teaching and learning.
3. For students : Students can be more motivated in learning English. They should practice reading both inside and outside the classroom, and try to build more background knowledge by reading different kinds of texts. Students should also be active in class and not be afraid to ask the teacher when they do not understand the material.
4. For Future Researchers : Future researchers can use this topic more deeply, because this research only explains the problems in general. Future research can focus on one of the problems, such as pedagogical or student motivation, and give more detailed solutions. By doing this, the research will give a bigger contribution for improving the teaching of reading comprehension in schools.

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