

CHAPTER V

CONCLUSIONS AND SUGGESTION

In this chapter, the researcher concludes the results of this study. The following is the conclusion of the application of the Here, Hidden, and In My Head (3H) strategy in learning to read for seventh grade students of MTsN Karangmojo 2 Magetan.

A. Conclusion

Based on the results of this study, the study has the following conclusions:

- 1. The use of the Here, Hidden, and in My Head strategy in learning to read consists of three activity steps, namely: Pre-activity, whilst activity, and post-teaching activity.**

In the pre-activity, the observation results showed that the teacher greeted the students giving responses and answers to the teacher's questions. Then the teacher checks the student's attendance list and asks who is not present today. The student answered and mentioned his friend's name if anyone was not present. Next, the teacher introduces himself and asks the students to prepare their stationery and pay attention to what the teacher explains. Then the teacher tries to give instructions to the students about the material that will be delivered at that time and the students answer the teacher's questions about the material to be discussed.

In whilst activity. The teacher displays a power point and explains a little meaning of the descriptive text. The teacher then asked one of the

students to explain what descriptive text is. Next, the teacher explained the material by displaying a power point about descriptive text and strategies in reading learning. The material is explained in detail in front of the class such as the purpose of the text, text examples, and the application of reading strategies. Then the teacher tells students to find answers to the questions that have been given by the teacher, aiming to make it easier for students to understand a reading text. If it has been answered, students collect the LKPD that has been given by the teacher.

In post-teaching activities, teachers review and ask for conclusions from today's material so that students better understand what has been done today. Before the teacher ends the lesson, the teacher asks again if there are any questions before closing the lesson today. Finally, the teacher closes the lesson by giving a closing greeting to the students and the students give their responses to greet the teacher.

2. The advantages of Here, Hidden, and in My Head strategy in teaching reading Descriptive Text for the seventh grade students of MTsN Karangmojo 2 Magetan

- a. The existence of the Here, Hidden, and In My Head (3H) strategy in learning to read provides benefits for students, namely, students feel happy and enjoy learning to read.
- b. Students are helped in understanding the meaning of a reading with the Here, Hidden, and In My Head (3H) strategy in learning to read.

3. The disadvantages of Here, Hidden, and in My Head strategy in teaching reading Descriptive Text for the seventh grade students of MTsN Karangmojo 2 Magetan

- a. Some students are unable to understand the material, due to lack of time. So that students are left behind by the material presented.
- b. Students have difficulty answering with complete sentences.

B. Suggestion

Based on the results of this study, the researcher provides some suggestions for English teachers, students and other researchers as follows:

1. The English Teacher

Teachers must be able to improve students' reading strategies by applying easy-to-understand reading strategies, so that students can understand a reading text in English and make the atmosphere in the classroom comfortable during teaching and learning activities.

2. The Students

The students need to apply strategies in reading, and students often read English texts. Aims to increase vocabulary so that students can understand a reading text.

3. The other researcher

Another researcher found the application of strategies in learning to read to seventh-grade students.