

CHAPTER V

CONCLUSION, LIMITATION, SUGGESTION AND PEDAGOGICAL IMPLICATION

This chapter presents the point of this study including conclusion, limitation, recommendation, and pedagogical implication.

5.1 Conclusion

This study focuses on what Exploring Teacher Practices in Teaching Reading in the First Year of English Education Department. This study involved English education lecturer in the second semester reading class at IAIN Kendari. This data was obtained from the results of interviews with English lecturers. In sampling, the researcher used qualitative which aims to investigate the results of the points of teacher's practice in the classroom. Based on the results this study showed, as follows:

First, the teacher practice in student problems in reading in consequence of the student's lack of motivation and a student has poor of vocabulary. Second, the teacher's practice in teaching reading using vocabulary strategies is implemented by teaching reading by presenting vocabulary, applying key vocabulary with pictures and grouping vocabulary into groups. Third, teachers' practice about teaching types in teaching reading; it includes cultivating students' reading habits, building student self-awareness and providing instructional guidance, providing application links in teaching reading and teaching applying outside the classroom. Last, the teacher resource in teaching reading, it was used core book and textbooks.

5.2 Limitation

In collecting the data of this study, the researcher encountered several obstacles in collecting data.

The first obstacle is that this research was conducted at an institution, namely IAIN Kendari, so this research should be carried out when the class is actively running. However, when the researcher wanted to collect data, the office was closed due to covid-19. Thus, the researcher had to wait until the class ran normally.

The second obstacle is that researchers have to conduct online interviews with the participant of this study. This is because the situation does not allow researcher to conduct face-to-face interviews. In the process of collecting interview data via online, researcher also encountered problems due to poor network so that researcher and participant had to reschedule interviews several times. Finally, the researchers conducted interviews with participants via telephone or WA application. Data collection has not been maximized because there is some information that is faded due to unclear connections. So it affects the process of data analysis. It would be better if the interviews were conducted face-to-face with the participants.

5.3 Recommendation

Based on the conclusions above, this study only focuses on exploring teachers' practice in teaching reading in the classroom. Therefore, for future researchers, this research can be complemented by examining teachers' practice about teaching reading applied by teachers in EFL classes. It is recommended to do this because to find out the teacher's practice in working in the EFL class is to

find out the students' improvement in the teaching methods that he provides in the EFL class. If the next researcher wants to conduct a similar study, they can add participants to this study to get more accurate teacher confidence data because this study only involved one teacher participant.

5.4 Pedagogical Implication

In the findings and conclusions of the study, the following are some of the pedagogical implications regarding the use of teacher methods in reading classroom interactions. In addition, this research is useful for others especially for the teachers and educational institutions.

First, proper teaching methods are highly recommended when teaching English, especially in reading classes. Second, Teachers should be aware of students' needs, abilities and help them to choose a learning style that suits them. Using reading activities in the learning process encourages students to be more cooperative and active when doing an activity and stimulates creativity so as to help students understand ideas. This implies that the use of reading activities gets a positive response which is useful for improving students' reading skills in the EFL class.