CHAPTER V

CONCLUSION AND SUGGESTION

5.1. CONCLUSION

The research about students' perception on teaching strategy within the Critical Reading Class has uncovered the commonly positive view. Majority of students whom participated had positive perception to the strategy implemented, especially group discussion that seemed to be more useful. This discussion, as a whole, gives the students chances to share their view, to evaluate knowledge, to improve critical thinking, and to develop self-trust. This is supported by various research which said that group discussion involve the students thoroughly, strengthen the understanding by social interaction, and improve communication skill effectively.

However, there were some students who still disagree with the effectiveness of this teaching strategy. It showed that there needed some evaluation arrangement of teaching methods to fulfill the requirement of all students. Some factors, such as the different learning style and level of material difficulty, can influence this perception. That's why, it is important for the teacher to keep evaluating and arranging their teaching methods.

Teaching strategy likes group discussion, for some parts, have positive impact within the Critical Reading Class. To reach optimal effectivity, these strategy need to keep evaluated and arranged according to the students' requirement, to make sure that all students can feel the maximum usage from the course.

5.2 SUGGESTIONS

Based on the conclusion, the researcher would like to present some suggestions.

5.2.1. For The English Lecturers

It is suggested that they should keep evaluating and developing their teaching strategy according to each students learning style so that the lecturers know which strategy can be used better for all students to understand the materials within the teaching learning process.

5.2.2. For the Next Researcher

It is suggested to use this research as an additional reference regarding the teaching strategies implemented within the class, and it is hoped that this research could be conducted within a wider area and not only specific in critical reading class, but in other class too. dug deeper into teaching strategies, students' problem solving strategies used, and also for observation within the class to know the teaching-learning process.

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