

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses some conclusion drawn from the research finding as well as suggestions made for better teaching and learning process.

5.1 Conclusion

Based on the results of data analysis and interpretation, it can be concluded that the implementation of the Listen-Read-Discuss (LRD) strategy is cannot improve students' critical reading skills in analytical exposition texts. The use of this strategy in the first grade of SMAN 5 Banda Aceh there is no a significant impact on students' critical reading skill.

The LRD strategy, which consists of three stages—listening to the text, reading the text independently, and discussing the content with peers—was implemented with the aim of improving students' critical reading skills. However, the findings of this study showed that it did not lead to a significant improvement. Although the method provided opportunities for collaborative learning and encouraged active participation, many students still faced difficulties in understanding the main ideas, analyzing arguments, and making inferences from the text. In addition, their limited vocabulary and insufficient prior knowledge hindered their ability to fully benefit from the strategy. These factors contributed to the absence of notable progress in their critical reading performance.

5.2 Suggestion

Based on the conclusions above, the researcher would like to offer several suggestions related to the implementation of the Listen-Read-Discuss (LRD) strategy in teaching critical reading skill:

1. For Teachers

English teachers may still consider applying the LRD strategy, but with certain modifications to better suit students' needs. Since this study did not show a significant improvement in students' critical reading skills, teachers are advised to combine LRD with additional support activities, such as explicit vocabulary instruction, guided practice in identifying main ideas, and scaffolding in analyzing arguments.

2. For Students

Students are encouraged to stay active during the LRD process and practice additional strategies such as improving vocabulary, identifying main ideas, and discussing difficult parts of texts with peers or teachers to enhance their critical reading skills.

3. For Future Researcher

Future researchers are advised to explore alternative or modified strategies beyond the LRD approach, or to combine LRD with other methods that may be more effective in addressing student difficulties. It is also recommended that they conduct research using different types of texts.