

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion from the previous chapter, this study can be summed up as follows:

1. In pre-test, the scores of both groups have not reached the minimum criteria completeness, that is 75 (VIII A was 72.5 and VIII B was 73.5) because of some factors. First, some students were unable to find the topic of a text or the main idea in a recount text because of their low reading comprehension. Second, some students were unable to determine implied information in a text. This is because they were unable to find clues in the form of words or sentences in a recount text. Third, some students were unable to determine the reference of words in a text. This is because many students did not master the language features of recount text which focuses on specific participants. Fourth, some students were unable to determine the meaning of words/phrases/sentences (synonyms, antonyms, word definitions). This is due to lack of vocabulary mastery. Fifth, some students were less exposure to read recount texts.

2. The special treatment was given to the experimental group for four meetings with an emphasis on understanding recount text (e.g., definition, social function, generic structure, language features, and model of recount text) and connecting strategy (e.g., general concept and objectives of connecting strategy as well as direct practice of connecting strategy: text to self, text to world, and text to text).
3. Based on statistical testing, the mean score of experimental group was 85.73 and control group was 7.73 with degree of freedom 58. Then the result of t-test showed that 9.33 meanwhile the value of t table degree of significance 5% that was 1.67. Then, the researcher compared between t_t and t_0 , the result of t-test showed that $t_0 > t_t$ or $9.33 > 1.67$. Thus, based on hypothesis testing it can be drawn a conclusion that that H_a or alternative hypothesis was accepted. Meanwhile, H_0 or null hypothesis was rejected. In other words, It can be drawn a conclusion that there is a significant effect of using connecting strategy to improve students' reading comprehension on recount text at the eighth grade of SMP Islam Nur el Bantany Kota Serang.

B. Suggestion

Based on the prior conclusion, some suggestions will be offered by the researcher to some parties as follows:

1. For the English teacher, she needs to enhance the quality of leaning process by creating encouraging learning atmosphere, putting students into center of learning (shifting paradigm from teacher center to student center), giving many opportunities to student to present and express their writing works, providing attractive learning media and implementing effective learning strategy such as connecting strategy.
2. For students, they must to read a lot of English texts, study harder and change their misconception if learning English is easy as long as they are willing to study and effort seriously. They should also be aware that they must have good proficiency in English especially reading. Because reading is the heart of education and it is a skill essential for formal education and for an individual's success in society
3. For other researchers, this study can give description of the use of connecting strategy in teaching reading comprehension on recount texts at the eighth grade of SMP Islam Nur el Bantany Kota Serang. Even though the result showed that there is a significant effect of using connecting strategy to enhance students' reading comprehension on recount text, but the researchers can find another variables that may influence students' reading