



CHAPTER V

THE CONCLUSION, IMPLICATION AND RECOMMENDATION

V.1. CONCLUSION

Based on the research questions and hypothesis of the research, the findings of the research can be concluded into some points as follows:

- a. There is no significant difference on the students' reading comprehension on pre-test mean score between experimental group 1 and experimental group 2. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that students' capability level in reading skill of both classes is similar.
- b. There is no a significant difference on students' reading comprehension pre-test mean score between an experimental group 1 and a control group. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that students' capability level in reading skill is similar.
- c. There is no a significant difference on students' reading comprehension of pretest mean score between an experimental group 2 and a control group at Junior High School 1 Benai. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that student level in reading skill is similar.
- d. There is significant difference on students' reading comprehension between pre-test and post-test mean score on experimental group 1 by using 3-2-1 strategy at Junior High School 1 Benai.

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- e. There is significant difference on the students' reading comprehension mean score between pre-test and post-test in the experimental group 2 by using RIDER strategy at Junior High School 1 Benai.
- f. There is no a significant difference on students' reading comprehension pre-test mean score between an experimental group 1 and a control group. It can be concluded that both classes have different ability in reading comprehension after the experimental class given the treatment. The mean score of the experimental class 2 is higher than the control class. Indeed, there is a change in the experimental class 2 after the treatment given.
- g. There is significant difference on students' reading comprehension between pre-test and post-test mean score on experimental group 1. It can be concluded that there is an improvement of students reading comprehension in the experimental class 1. Besides, 3-2-1 strategy gives effects to improve the students' reading comprehension (84%).
- h. There is significant difference on the students' reading comprehension mean score between pre-test and post-test in the experimental group 2. It can be concluded that there is an improvement of students' reading comprehension in the experimental class 2. Besides, RIDER strategy gives effects to improve the students' reading comprehension (74%).
- i. There is a significant improvement of the pre-test and the post-test mean score of the students' reading comprehension in the control class. It can be concluded that there is an improvement of students' reading comprehension in the control class. Besides, 3-

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2-1 and RIDER strategy give effect to improve the students' reading comprehension (65%).

At last, it can be concluded that both 3-2-1 and RIDER strategies give the effect on the students' reading comprehension. Both strategies of 3-2-1 and RIDER Strategy can be chosen to apply to teaching reading comprehension. Based on the percentage improvement, 3-2-1 strategy (84%) is higher than the percentage of RIDER strategy (74%) as well as the mean score of 3-2-1 (80.20) is higher than the mean score of RIDER (54.20).

V.2. IMPLICATION OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning. In this research, 3-2-1 and RIDER strategies are compared toward students' reading comprehension. Both strategies are suitable to carry out in teaching reading comprehension.

The 3-2-1 strategy is one of reading strategy proposed by Zygouris-Coe, Wiggin, and Smith (2005) as the strategy that requires students to participate in summarizing ideas from the text encourages them to think independently. Moreover Prezler (2006, p.9) defined that 3-2-1 strategy gives students the opportunity to pause and review. The strategy requires students to consider what they have learned and to process the information they have been exposed during the lesson. In addition,



when they apply this strategy to their learning they automatically synthesize information and formulate question they still have regarding the topic of study.

O'Connor (2011, p.242) states that Read, Imagine, Describe, Evaluate, Repeat (RIDER) strategy should be instructed not to attempt to read and to create the image at the same time. They should be taught to read a sentence, then stop and create an image. Similarly, the students should teach themselves into read a sentence and then try to create an image from the sentence or from the text. Besides, Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategy is useful for engaging students in reading narrative text for understanding. By using this strategy, the students learn to make their reading comprehension and motivation better.

Hammond (2001) states that Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy is a strategy to help the reader locate information to answer question. In the other words, this strategy can help students easily to comprehension and to get the information from the text to answer questions from the text. Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy is one of strategy that can be used to encourage reading activities selected by the teacher to assist reading comprehension. It is used to improve reading comprehension for students at any grade level.

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V.3. RECOMMENDATION

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of 3-2-1 and RIDER Strategy toward the students' reading comprehension at Junior High School 1 Benai. The research findings have found out that there is no significant difference on students' reading comprehension by comparing 3-2-1 and RIDER Strategy in teaching reading text.

It means that both 3-2-1 and RIDER Strategy are suitable strategies to apply in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension of both 3-2-1 and RIDER Strategy, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of comparison teaching strategies of both 3-2-1 and RIDER Strategy on the students' reading comprehension as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially to teachers and students at junior and senior high school levels. In this research, the number of students involved was only 60 participants of Junior High School 1 Benai. The next research would be spread out to other schools in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the

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person in charge of the class namely the teachers should be able to conduct or apply the 3-2-1 and RIDER Strategy in teaching reading comprehension especially in Narrative text. It is also recommended that the students on high level capability.

Thus, this strategy helps to strengthen reading and critical thinking skill. It monitors the reader's awareness of whether or not comprehension is occurring. The success of teaching to achieve the final goal is determined more by teachers.

The researcher also recommends to the ministry of education of Riau province in order to administer teachers' training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the 3-2-1 and RIDER Strategy in teaching reading comprehension especially in Narrative Text. This is due to implement the law of Indonesian Education System, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. Then, the implementation of Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research could be the involvement of research Centre of tertiary education in Riau province especially Institute for Research Center and Community Development of State Islamic University Sultan Syarif Kasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province.

The present study focuses more on quantitative in term of data collection and analysis and it uses a comparative experimental research design. Having the

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involvement of research Centre of tertiary education, it would further study and examine the effects of applying 3-2-1 and RIDER Strategy in teaching reading comprehension especially in Narrative Text. By using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, Junior High School 1 Benai as the school model for this research.

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