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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there is a significant effect of using That Was Then-This Is Now strategy on students' reading comprehension of hortatory exposition text at the second year of Islamic senior high school Kuok. Based on the background of the problems, it can be said that the most students had problems in comprehending a text, finding the detail information of a text, identifying references of the certain words of a text, and identifying the generic structure of a text, especially in hortatory exposition text. Consequently, they have low reading comprehension. Based on data analysis and research finding in chapter IV, the effect of using That was then-this is now Strategy on students' reading comprehension of hortatory exposition text at Islamic Senior High School Kuok can be concluded as follows:

1. The students' reading hortatory exposition text comprehension taught by using That Was Then-This Is Now Strategy at Islamic Senior High School Kuok had improvement. It was classified into **very good level** (77.87).
2. The students' reading hortatory exposition text comprehension taught without using That Was Then -This Is Now Strategy at Islamic Senior High School Kuok had improvement. It was classified into **enough level** (61.33).

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3. The result of effect size in students' reading hortatory exposition text comprehension taught by using That Was Then-This Is Now strategy at Islamic Senior High School Kuok had improvement. It shows That That Was Then-This Is Now strategy had significant effect on students' reading comprehension of hortatory exposition text. It was classified into **Large Effect** (0.40).

In conclusion, teaching reading by implementing That Was Then- This Is Now Strategy on students' reading hortatory exposition text comprehension at the second year of Islamic Senior High School Kuok was **successful**.

B. Suggestion

Based on the conclusions above, there are some suggestions that might be useful in teaching reading in Islamic senior high school. They are:

1. It is suggested to English teachers to teach reading by using That Was Then- This Is Now strategy in order to improve students' reading comprehension.
2. As the time students read English text at school, it is not enough; it is a good idea for the students to practice reading comprehension strategies that they have learned in That Was Then This Is Now strategy.
3. It is suggested to the next writer who explores other factors that can effect better improvement on reading comprehension.