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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

V.1 Conclusion

There were eight reasearch questions in this research. The first, Is there any significant difference on students' mean score of of reading comprehension pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam? Is there any significant difference on students' mean score of reading comprehension post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam? Is there any significant difference on students' mean score of reading comprehension between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam?

The next, Is there any significant difference on students' mean scores of reading comprehension between pre-test and post-test in the control group at the second grade students of MTs Nurul Islam Seresam? Is there any significant difference on students' mean score of writing ability pre-test between an experimental group and a control groups at the second grade of MTs Nurul Islam Seresam? Is there any significant difference on students' mean score of writing ability post-test between an experimental group and a control group at the second grade of MTs Nurul Islam Seresam? Is there any significant difference on students' mean score of writing ability between pre-test and post-test in the experimental group at the second grade of MTs Nurul Islam Seresam?

In order to answer the first research question, independent sample T-test was used. The result showed sig = 0.156, means that there is no significant difference on students' reading comprehension pre-test mean score between an experimental group and a control group by using Comic Strips. In order to answer the second research question, independent sample T- test was used. The result showed sig= 0.000, means that There is a significant difference on students' reading comprehension post-test mean score between

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an experimental group and a control group by using Comic Strips. in order to answer the third research question, Paired sample t-test was used. The result showed sig = 0.000, means that There is a significant difference on students' reading comprehension of pretest and posttest mean score by using Comic Strip in the experimental group. In order to answer the forth research question, paired sample t-test was used. The result showed sig = 0.000, means that There is a significant difference on students' reading comprehension of pretest and posttest mean score by using Comic Strip in the control group.

In order to answer the first research question, independent sample T-test was used. The result showed sig = 0.138, means that there is no significant difference on students' writing ability of pre-test mean score between experimental group and control group by using Comic Strip. In order to answer the sixth research question, independent sample T- test was used. The result showed sig= 0.000, means that There is a significant difference on students' writing ability post-test mean score between an experimental group and a control group by using Comic Strips. In order to answer the seventh research question, Paired sample t-test was used. The result showed sig = 0.000, means that There is a significant difference on students' writing ability of pretest and posttest mean score by using Comic Strip in the experimental group. In order to answer the eighth research question, paired sample t-test was used. The result showed sig = 0.000, means that there is a significant difference on students' writing ability of pretest and posttest mean score by using Comic Strip in the control group.

V.2 Implication of the Research

To improve the students' reading comprehension, particularly in reading comprehension and writing ability, the teacher has to be able to use teaching strategies which are effective, efficient, and relevant with the need of the students in order to achieve the target determined by the curriculum. Comic

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Strip is one of the teaching strategies considered to be effective, efficient, and relevant with the students' needs. This strategy aims to assist the students writing ability, strengthen, recall the information being learned, to gather ideas, quickly, and to summarize the ideas or information obtained.

This research showed that the use of Comic Strip on students' reading comprehension and writing ability at MTS Nurul Islam Sereram. This research provides several implications as explained, as follows:

1. This research has implication on students' reading comprehension and writing ability. By using Comic Strip, the students can write fluently.
2. This research has implication on the ability of the teachers to use Comic Strip. The teacher need well the use of Comic Strip that the teachers are able to extend the students' writing ability with other friends or classmate.

V.3 Recommendation

Based on the data analysis conducted in the chapter IV, and the conclusion, this research found that the teaching strategy used either in the control group or in the experimental group showed that the students' reading comprehension and writing ability have improved. In other words, there is no significance difference of students reading comprehension and writing ability before the tretment in both groups and there is no significance difference of students reading comprehension and writing ability after the treatment in both

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groups. It meant that the teaching strategies used in the control and experiment group were able to improve the students' reading comprehension and writing ability.

Therefore, this research recommends for conducting further research in the form of quasi-experimental research in order to find out which strategy is better to improve the students' reading comprehension and writing ability. Beside, this research also recommends for conducting further research in the form of mix method research Comic Strip. It mean that the further research can conduct it either quantitatively in order to find out which steps of Comic Strip on students' reading comprehension and writing ability, and factors of using Comic Strip can improve the students' reading comprehension and writing ability.

In addition, several recommendations should be given to the students, the educators and the stakeholder.

1. For the students

It is suggested to learn and comprehend more the use of Comic Strip, the students can use Comic Strip during practicing their reading comprehension and writing ability. The students are expected to consistently practice how to writing ability fluently and vividly.

2. For the teacher,

It is suggested to understand more the use of writing ability and reading comprehension in order to give other variations of the teaching strategies, so that the students ability.

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3. For the institution,

There are several points need to be suggested, as follows:

- a. Comic Strip to be introduced and developed futher to the teacher, students, and other educators as an alternative teaching startegies, particularly in teaching reading comrehension and writing ability. The process of introduction and development of writing ability can be conducted through English clubs or English zone, meetings, or training.
- b. Further research related to the use of Comic Strip needs to be conducted by relating it with other variables such as interest, prior knowledge, self-concept, critical thinking skills, anxiety, creativity, etc, which those are the integral parts of the students that is necessary to explore more its influence on the development of cooperative learning teaching strategies
- c. By providing the positive contribution of the use of Comic Strip on students' reading comprehension and writing ability the educators and stakeholder are expected to improve it sustainably.

Comic Strip as student-centered approach improves reading comprehension and writing ability among the students in this study. Therefore, teachers in schools, especially teachers who teach English reading comprehension need to be aware of the benefits and importance of Comic Strip. There are positive changes taking place when teachers change their teaching methods towards a more student-centered approach. Teachers

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need to master the types of writing techniques to be used and plan how to implement them with the Comic Strip.

Therefore, teachers are encouraged to practice this method regularly and effectively. There is evidence collaboration that Comic Strip has a positive effect on the formation of positive attitudes towards writing among students. Finally and on the basis of the evidence provided by this research, it seems quite reasonable to state that writing have many benefits, such as improving reading comprehension and writing ability. Although, there is no ‘perfect methodology’, Comic Strip is an instructional method which is effective in enhancing the acquisition of English writing ability and improving students’ reading comprehension.