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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the explanation in the chapter IV, The writer concludes that the difference on reading comprehension between students who are taught by using view-talk-summarize-refine Strategy and those who are taught without using view-talk-summarize-refine strategy at the Junior High School Yayasan Dwi Sejahtera Pekanbaru is as follows:

1. The students' reading comprehension in recount text taught by using view-talk-summarize-refine Strategy at the Junior High School Yayasan Dwi Sejahtera Pekanbaru is categorized into **“Very Good”** with mean score **77.90**
2. The students' reading comprehension in recount text taught without using view-talk-summarize-refine Strategy at the Junior High School Yayasan Dwi Sejahtera Pekanbaru is categorized into **“Good”** with mean score **71.40**
3. Based on the data analysis, the score concluded by comparing the value in the Sig. (2-tailed) is 0.000. It is less than 0.05. Thus, the writer can conclude that H_a is accepted and H_0 is rejected.



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B. The Suggestions

Based on research conclusion above, it is known that view-talk-summarize-refine Strategy gives significant effect to the students' reading comprehension of recount text. Therefore, the writer suggests the teacher to use this learning strategy to improve students' reading comprehension in recount text.

1. Suggestion for Teacher

- a. It is recommended to English teacher to use view-talk-summarize-refine strategy in teaching and learning process, especially in reading subject.
- b. The teacher should have ability to guide and construct creative learning for students, especially in reading subject.
- c. The teacher should support her/his strategies by using interesting media.
- d. The teacher can encourage students' awareness about the importance of reading for their life.

2. Suggestion for Students

- a. The students should make reading as habitual activity at the school.
- b. The students should always improve their reading comprehension especially about main idea, factual information, vocabulary, communicative purpose, and generic structure.
- c. The students should more often read the English books. Read the books wherever you are, because "the more you read, the more you get"