

## CHAPTER V

### CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

After having the research, it seems very important to the writer to make conclusion and give suggestions for the students and teacher.

#### 5.1 Conclusion

The main goal of the research was to explore the effect of Summarization Technique on reading comprehension and student's motivation, and the objectives of the study are:

1. To find out there is any significant difference of students' motivation post-test mean score between an experimental group and control group at SMP AN NAMIROH Pekanbaru
2. To find out there is any significant difference of students' reading comprehension post-test mean score between an experimental group and control group at SMP AN NAMIROH Pekanbaru.
3. To find out there is any significant effect of students' motivation and reading comprehension improvement between those students who are taught by using summarization technique and conventional technique

After conducting a quasi-experimental research for 12 meetings or 24 class-hours of each school as school samples of this research with duration of time within two months at SMP An Namiroh Pekanbaru. The research design was a quasi-experimental research of the pre-test, post-test and pre-questionnaire and post-questionnaire single group design which were based on Campbell and Stanley (1963), Gay and Airasian (2003); Haslam and McGarty (2003).

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Based on the eight hypothesis of the problem and objectives of this study, the last findings of the research as follows:

1. Based on Independent T-test analysis for post-questionnaire motivation of experimental and control groups, it showed that significant difference was found at post-questionnaire motivation between experimental and control groups. Mean for experimental group was 66.03 and SD was 4.140, and the mean for control group was 58.26 and SD was 5.30 with t-value was 6.022, the 2-tailed value was 0,000 ( $0,000 < 0.05$ ). The result showed that the mean scores did differ much between both groups. In short, the fourth hypothesis of this research shows that  $H_{01}$  is rejected and  $H_{a1}$  is accepted. It could be determined that “there was significant difference of students’ motivation posttest mean score after being taught by Summarization Technique for experimental group and non-treatment of Summarization Technique for control group of the second semester students at SMP An Namiroh Pekanbaru”.
2. Based on Independent Sample T-test analysis for post-test reading Comprehension of experimental group and control group, it showed that significant difference was found at post-test reading ability between experimental and control groups. Mean for experimental group was 87.00 and SD was 11.18, and the mean for control group was 76.07 and SD was 4.01 with t-value = 4.702, the 2-tailed value was 0,000 ( $0,000 < 0.05$ ). The result showed that the mean scores did differ much between both groups. In short, the second hypothesis of this research shows that  $H_{02}$  is rejected and  $H_{a2}$  is

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accepted. It could be determined that “there was significant difference of students reading comprehension after being taught by Summarization Technique for experimental group and non-treatment of Summarization Technique of the second semester students at SMP An Namiroh Pekanbaru”.

3. Based on Independent T-test analysis for gain score of motivation for experimental group and control group on the table IV.26 above, it is showed that there is a significant difference of improvement on students’ motivation between those students who are taught by using Summarization Technique is found at post-test motivation between experimental group and control group. T-test result is 6.022 , its df is 52, significance is 0.000, mean difference is 19.68, the lower difference interval is 8 and the upper difference interval is 12. So, in the conclusion  $p= 0.000$ , the 2-tailed value is smaller than 0.05 ( $p<0.05$ ). The value of gain score (0,000) is categorized as weak category (see table IV.19). The difference of gain score was 19.68, the result shows that the mean scores differ much between both groups It could be determined that the subject in both groups were not equivalent after giving the treatment. Based on the analysis of Table IV.33, of the tenth hypotheses **Ha3** is accepted and **Ho3** is rejected. So, it can be inferred that there is any significant difference of improvement on students’ motivation between those students who are taught by using Summarization Technique at the second year of students SMP An Namiroh Pekanbaru. Furthermore, based on Independent T-test analysis for gain score of Reading Comprehension for experimental group and control group on the table IV.26 above, it is showed

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that there is a significant difference of improvement on students' reading comprehension between those students who are taught by using Summarization technique is found at pot-test reading comprehension between experimental group and control group. T-test result is 4.702, its df is 52, significance is 0.000, mean difference is 22, the lower difference interval is 10,70 and the upper difference interval is 11,18. So, in the conclusion  $p=0.000$ , the 2-tailed value is smaller than 0.05 ( $p<0.05$ ). The value of gain score (0,000) is categorized as weak category (see table IV.18). The result shows that the mean scores differ much between both groups It could be determined that the subject in both groups were not equivalent after giving the treatment.

Based on the analysis of Table IV.32, of the ninth hypotheses **Ha3** is accepted and **Ho3** is rejected. So, it can be inferred that there is any significant difference of improvement on students' motivation between those students who are taught by using Summarization Technique at the second year of students SMP An Namiroh Pekanbaru.

Related for this study, by using Summarization Technique can make the students easily predict and delimit the topic discussed or informed in the text after they read and answer the questions.

## 5.2 Implication of the research

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The finding of this research indicated that there was significant effect of using Summarization Technique on students' reading Comprehension and Students' motivation. Based on this finding, the implication for the teachers as model and connector and facilitator in educate students in school, beside the teacher transfer the knowledge of English and teaching and learning process, it can be additional guideline for the teachers in teaching. Then the teachers should pay attention more toward students' reading Comprehension and students' motivation in learning English. In this case, the teacher should be equipped with a lot of strategies or technique in teaching and learning process so that the students' motivation can be increased and will give effect toward students' successful in learning and also give effect toward teachers in teaching. It also gives additional knowledge for the students and teachers that with high motivation, students have more power and spirit in applying language learning strategy and technique.

Furthermore, Summarization Technique took place in successful of students in learning English. This case, give more knowledge toward students to apply more strategy and technique in learning English to reach willingness objective, and then for teachers as a facilitator in students' learning could inform more knowledge about Summarization Technique.

### 5.3 Recommendations

Considering the result of this study, the writer would like to give some recommendations. They are as follows:

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1. Teachers should use Summarization Technique in teaching reading narrative text in *Bahasa Inggris* subject in order to improve students' achievement.
2. Teachers should carefully plan activities for the students in conducting the learning process by using Summarization Technique.
3. To the future researchers, they need to pay attention on other factors that can influence the learning process by using Summarization Technique.
4. The researcher recommend English teachers to choose the suitable technique in teaching reading to the students in order to make the students feel interesting and not boring, and studying English based on teaching experience when the researcher conducted research.
5. It is important for the teacher to improve the students' reading Comprehension in narrative text by giving any assignment or homework, especially the question in form of orientation, events and re-orientation, which is regarded more difficult for the students.
6. The students should be creative to select kinds of reading in order to read more the text and in order to diminish in learning English especially in reading subject.

Finally, the read considers that this study still needs validation from the next researcher that has the same topic with this study.