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## CHAPTER V

### THE CONCLUSION AND RECOMMENDATION

#### 5.1 Research Conclusion

The main goal of the research was to explore the effects of picture book strategy and direct reading activity strategyon students reading comprehension on narrative text at SMP Islam Plus YLPIand the objectives of the study are:

After conducting a quasi-experimental research for 4 meetings or 8 class-hours of each group sample of this research with duration of time within a month at SMP Islam Plus YLPI. The research design was a quasi-experimental research of the pre-test-post-test and pre-observation-post-observation single group design which were based on Gay and Airasian (2003).

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

1. Based on the mean score of group experimental 1 and group experimental group 2. There is significant difference between the groups. The improvement of students' reading comprehension in the experimental group 1 is higher than the improvement of students' reading comprehension in the experimental group 2 ( $21,67 > 7,83$ ). Therefore, the experimental group 1 which used picture book strategy is better than experimental group 2 which used direct reading activity strategy.

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2. Independent T-test analysis for pre-test reading comprehension of the experimental group 1 and the experimental group 2 shows that there is no significant difference found at pre-test mean scores of students' writing ability between the experimental group 1 and the experimental group 2. To is 0,397 , higher than Tt with df 34 in significance 5% and 1% ( $2,05 > 0,599 < 2,79$ ). Furthermore, it also could be seen that sig. (2-tailed) or probabilities are 0,599 bigger than 0,05 ( $0,599 > 0,05$ ). So, it can be inferred that there is any significant difference of students' reading comprehension between the students who are taught by using picture book strategy and those who are taught by using direct reading activity strategy".
3. The data findings found that the second hypothesis is analyzed by using paired sample t test formula. To is 7,56 , higher than Tt with df 17 in significant 5% and 1% ( $2,11 < 7,56 > 2,08$ ). Furthermore, it also could be seen that sig. (2-tailed) or probabilities are 0,000 smaller than 0,05 ( $0,000 < 0,05$ ). It means Ho is rejected and Ha is accepted or there is significant effect of using picture book strategy on students' reading comprehension. Based on the percentage of significant effect between pre-test and post-test of the experimental class by looking for the effect size or eta-squared, the students in experimental group 1 can improve 77 % on the reading comprehension in narrative text. Therefore, the **Ho2** hypothesis is rejected and **Ha2** is accepted. So, there is significant effect of using

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picture book strategy toward students' reading comprehension on narrative text for experimental group 1.

4. The data findings found that the third hypothesis is analyzed by using paired sample t test formula.  $T_0$  is 2,27 , higher than  $T_t$  with df 17 in significant 5% and 1% ( $2,11 < 2,27 > 2,08$ ). Furthermore, it also could be seen that sig. (2-tailed) or probabilities were 0,037 smaller than 0,05 ( $0,037 < 0,05$ ). It means  $H_0$  is rejected and  $H_a$  is accepted or there is significant effect of using direct reading activity strategy on students' reading comprehension. Based on the percentage of significant effect between pre-test and post-test of the experimental class 2 by looking for the effect size or eta-squared, the students in experimental group 2 can improve **23 %**on the reading comprehension in narrative text.
5. The data findings indicate that the fourth hypothesis is analyzed by using independent sample t test formula.  $T_0$  is 2,85 , higher than  $T_t$  with df 34 in significant 5% and 1% ( $2,05 < 3,04 > 2,79$ ). Furthermore, it also could be seen that sig. (2-tailed) or probabilities are 0,004 smaller than 0,05 ( $0,004 < 0,05$ ). So, it can be inferred that there is any significant difference of students' reading comprehension between the students who are taught by using picture book strategy and those who are taught by using direct reading activity strategy”.

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## 5.2 Implications

This research shows that the effects of both of strategies. They are treated to the homogenous students in order to improve their reading comprehension. The findings proved that the students reading comprehension in two groups experiment were improved significantly. This is relevant with the related studies that supported this research. But in this research, the improvement of picture book strategy is better than direct reading activity strategy. It can be seen from the mean score of group experimental 1 and group experimental group 2 ( $21,67 > 7,83$ ).

## 5.3 Research Recommendations

Based on the research findings, discussions, and the conclusions of the research results, the researcher proposes some recommendations regarding to use picture book and direct reading activity strategies in teaching reading, especially for narrative text. The use of picture book and direct reading activity Strategies are highly recommended to be applied in teaching strategies in teaching reading, especially for narrative text. They are effective and appropriate strategies to make students actively engaged on the reading comprehension especially in narrative text.

To gain more attention from the students, picture book and direct reading activity strategies are good ways to make students pay longer attention. Teaching reading comprehension to the students should be continuously developed to build learners capability in reading English text in the modern era.



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For those who are interested in conducting the similar research, they are advised to collect the data from more perspectives to yield a more comprehensive result as well others skills such as listening, reading, and writing. Moreover, picture boook and direct reading activity can be implemented in other level of education such as elementary schools or junior high school.