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## CHAPTER V

### CONCLUSION, RECOMMENDATION, AND IMPLICATION

#### 5.1 Conclusion

This study was concerned with a comparison between the use of GIST and Group Mapping Activity strategies improve students' reading comprehension in descriptive text. The main of this research is to compare the use of Group Mapping Activity and GIST strategies on students' reading comprehension in descriptive text at State Junior High School 40 Pekanbaru and the objectives of the study are:

1. To find out a significant difference on students' reading comprehension before giving a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental group 2.
2. To find out a significant difference on students' reading comprehension before and after being given a treatment by using GIST strategy for an experimental group 1
3. To find out a significant difference on students' reading comprehension before and after being given a treatment by using Group Mapping Activity strategy for the experimental group 2.
4. To find out a significant difference on students' reading comprehension after being given a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental group 2.

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

1. Based on Independent Sample T-test analysis of the students' pre-test score in the experimental group 1 and the experimental group 2. It then shows that there is no significant difference found at pre-test mean scores of the students' reading comprehension in descriptive text between an experimental group 1 and an experimental 2. Mean of experimental class 1 was 64.09 and the mean of experimental class 2 was 61.23 with t-value was 1.69,  $p$  was 0.94, the 2-tailed value was more than 0.05 ( $p > 0.05$ ). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment. In short, the first hypothesis of this research shows that  $H_{01}$  is accepted and  $H_{a1}$  is rejected, so it can be concluded that "There is no significant difference of students' reading before giving a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental group 2.
2. Based on Paired Sample T-test analysis of the students' pre-test and post-test score in the experimental group 1. It shows that the mean of the students' reading comprehension in descriptive text before being given a treatment by using GIST strategy is 64.09 and the mean of the students' reading comprehension in descriptive text after being given a treatment by using GIST strategy is 82.57 with t-value is -9.860,  $p$  is

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0.000, the 2-tailed value is less than 0.05 ( $p < 0.05$ ). Then, to find out the percentage of significant effect between pre-test and post-test of experimental class 1 by looking for the effect size or eta-squared as follows:  $Eta-squared = 0.70 \times 100\% = 70\%$ . The result of data analysis is based on inferential statistics, which has been identified that after conducting the treatment for 6 meetings by using GIST strategy can improve 70% on the reading comprehension in descriptive text. Therefore, the  $H_02$  hypothesis is rejected and  $H_a2$  is accepted that there is a significant effect of using GIST strategy on students' reading comprehension of descriptive text for the experimental group 1.

3. Based on Paired Sample T-test analysis of the students' pre-test and post-test score in the experimental group 2. It shows that the mean of the students' reading comprehension in descriptive text before being given a treatment by using Group Mapping Activity strategy is 61.23 and the mean of the students' reading comprehension in descriptive text after being given a treatment by using Group Mapping Activity strategy is 74.28 with t-value was -7.193,  $p$  was 0.000, the 2-tailed value was less than 0.05 ( $p < 0.05$ ). Then, to find out the percentage of significant effect between pre-test and post-test of experimental class 2 by looking for the effect size or eta-squared as follows:  $Eta-squared = 0.55 \times 100\% = 55\%$ . The result of data analysis is based on inferential statistics, which has been identified that after conducting the treatment for 6 meetings by using Group Mapping Activity strategy can improve

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55 % on the reading comprehension in descriptive text. Therefore, the  $H_03$  hypothesis is rejected and  $H_a3$  is accepted that there is a significant effect of using Group Mapping Activity strategy on students' reading comprehension of descriptive text for experimental group 2.

4. Based on Independent Sample T-test analysis the students' post-test score in experimental group 1 and experimental 2. It then showed that there is significant difference was found at post-test mean scores of the students' reading comprehension in descriptive text between experimental group 1 and experimental group 2. Mean of experimental class 1 is 82.57 and the mean of the experimental class 2 was 74.28 with t-value is 4.017,  $p$  is 0.000, the 2-tailed value is smaller than 0.05 ( $p > 0.05$ ). The result shows that the mean scores do not differ much between both groups. It could be determined that the subjects in both groups are equivalent before giving the treatment. In short, the fourth hypothesis of this research shows that  $H_04$  is rejected and  $H_a4$  is accepted, so it can be concluded that "There is any significant difference of students' reading after giving a treatment by using GIST strategy for an experimental group 1 and Group Mapping Activity strategy for an experimental group 2.



English at school or another place in order to higher their English time to time. Do not be shy to practice English, like a quote practice make perfect. Asking teacher or friends if there were you cannot solve any problems.

### 5.3. Implications

This research provides several implications either for the students or for teachers. This research has been implicated on students' reading comprehension in descriptive text. By using GIST and Group Mapping Activity strategies, the students can overcome their problems in reading comprehension because it makes them easier to understand the descriptive text.

Furthermore, this research has implication on the ability of teachers to apply GIST and Group Mapping Activity strategies. The teacher needs to understand well those strategies so that the teacher can assist the students in solving their problem in reading comprehension in a learning activity. Teachers are the model and facilitator in teaching and learning process. Therefore, GIST and Group Mapping Activity strategies can be alternative to teach students in the classroom. As a professional teacher, the teacher should be equipped with appropriate strategies in teaching and learning process, so that they can increase students' awareness and confidences in learning especially in reading comprehension. Finally, by analyzing the hypothesis could be understood that the treatment which has implemented using GIST strategy is more effective than the GMA strategy of the second year SMPN 40 Pekanbaru.

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