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CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The main purpose of this research was to find out a comparison between the effect of using KWL-Plus strategy and using KWL strategy on students' reading comprehension . The research design is a experimental research study that focuses on quantitative research. The design involves selecting two groups differing on some independent variables and comparing them to some dependent variables. The subject of the research is the second years students' at IT Al-hafit juniour high school Pekanbaru, and the object of this study is the comparison between students' using KWL-Plus strategy and KWL strategy on students' reading comprehension. The research design in this study is a quasi-experimental research of the pre-test and post-test of reading comprehension. Based on the four hypotheses of the problem in this study, the last findings of the research as follows:

1. Based on Independent T-test analysis for pre-test reading comprehension score of experimental group and control group on Table IV.12 above, it showed that there is no significant difference at pre-test reading comprehension between both groups. T-test result is -0.294, its dfis 38, standard deviation of experimental group is 4.74 and control group is 4.92. So, in the conclusion $p = 0.770$, the 2-tailed value is bigger than 0.05

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($p > 0.05$). The result shows that the mean scores do not differ much between both groups. It could be determines that the subjects in both groups are equivalent before giving the treatment at IT Al-hafit Junior High School Pekanbaru .

2. Based on Independent T-test analysis for post-test reading comprehension score of experimental group and control group on Table IV.13 above, it showed that there is a significant difference of post-test reading comprehension between experimental group and control group. T-test result is 10.322, its df was 38, standard deviation of experimental group was 6.40 and control group is 6.04. So, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result shows that the mean scores are differ between both groups.
3. paired sample t-test showed that the t-test result was -12.849; its df was 19, by comparing number of significance. If probability > 0.05 , null hypothesis (H_0) is accepted. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected. The H_{03} hypothesis is rejected and H_{a3} is accepted that there is a significant difference between reading comprehension through pre-test and post-test mean score at control group.
4. paired sample t-test showed that the t-test result was -11.454; its df was 19, by comparing number of significance. If probability > 0.05 , null hypothesis (H_0) is accepted. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted

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while H_0 is rejected. The H_0 hypothesis is rejected and H_a is accepted and there is a significant difference between reading comprehension through pre-test and post-test mean score at control group.

Related for this study, by using KWL-Plus strategy can make the students easily to organize and develop the ideas from the topic discussed.

5.2. Implementations

The findings of this research revealed that; there is a significant difference between the use of KWL-Plus strategy and KWL strategy in reading comprehension of the second year students. This conclusion had some implications in the field of teaching. First. By using the KWL-Plus strategy in the teaching learning process encourages the students to be active and motivated when doing an activity. Second. By using the KWL - Plus strategy develops students' reading comprehension skills. Third. By using the KWL - Plus strategy enables students to enhance their attitudes towards learning in general and towards learning English language in particular. Forth. By using the KWL - Plus strategy helps to reduce the gap between teachers and learners when interacting together. Fifth. By using the KWL - Plus strategy is suitable for less able learners and also for all ages. Sixth. By using KWL-Plus strategy instructions provide students with immediate feedback and different types of reinforcement. Seventh. By using the KWL - Plus strategy activates students' prior knowledge and this operates students' thinking and restores their experience about the topic.

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This research provided several implications either for the students or the teacher. Teachers of English recommend the following: 1. Provide support for the learners to be able to learn on their own through using new strategies such as the KWL-Plus strategy. 2. Implement modern strategies that activate students' prior knowledge such as KWL-Plus strategy. 3. Holding training sessions on how to use the KWL-Plus strategy in teaching. 4. Teachers should adopt a KWL - Plus strategy to improve students' reading comprehension skills. Students are recommended the following: 1. Students are encouraged to use the KWL-Plus strategy to activate their prior knowledge. 2. Students need to learn how to build positive attitudes towards English because they motivate students and help them expend the necessary effort to learn English. 3. Students need to learn to employ effective learning strategies such as KWL-Plus strategy to learn English.

5.3 Recommendations

1. Conducting studies based on KWL-Plus strategy not only on reading comprehension skills, but also on other skills such as vocabulary.
2. Conducting studies to investigate the impact of the KWL - Plus strategy on other variables such as creative thinking, critical thinking, and self-conception.
3. The future researcher may extend this research to investigate what factors those may influence on reading comprehension.
4. The future researcher may design another teaching strategy or teaching techniques that could be combined with another strategy or technique. That will be focused on students' reading comprehension.

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5. Then, the future researcher may compare one strategy of this research and try to compare the strategy.

6. Then, the future researcher may design a teaching strategy that can influence the students' reading comprehension. The strategy could be mixed with another which is related each other.

7. The future researchers may study deeper and more about the process of learning and teaching, the strategies and procedures of giving of final score, and the content of the test itself. Besides that, the use of different population and the sample were recommended.

8. The future researcher may investigate the influence of the strategies on students' reading comprehension.