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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

Based on the data analyzed, it can be concluded as follows:

1. There is no significant difference on students' reading comprehension before giving a treatment between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy.
2. There is significant difference between before and after giving a treatment on students' reading comprehension on experimental group 1 by using Save the Last Word for Me Strategy.
3. There is significant difference between before and after giving a treatment on students' reading comprehension on experimental group 2 by using Listen-Read-Discuss (LRD) strategy.
4. There is significant difference on students' reading comprehension after giving a treatment between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy.
5. Students' post-test score in experimental 1 by using Save the Last Word for Me strategy is higher than students' post-test score in experimental group 2 by using Listen-Read-Discuss strategy

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5.2. Implication

This research demonstrates that Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies were beneficial for reading comprehension in teaching English. The following implications for the research are suggested by the conclusions of this study.

1. Extending the instructions in Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies may have a greater effect on the improvement of comprehension and ability to answer comprehension questions.
2. Extending the training in Save the Last Word for Me strategy may improve subjects' ability to identify questions according to their Save the Last Word for Me strategy category.
3. Implementing Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies in content area instruction may enhance subjects' comprehension of the text.
4. Providing classroom instruction of using Save the last Word for me and Listen-Read-Discuss (LRD) strategies may enable subjects to use the strategies independently while completing assignments.
5. Implementing Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies may enhance students' ability to analyze passages and the accompanying questions found in the textbooks.

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6. Teachers may also increase their ability to develop and instruct students in questions that assess different levels of comprehension within their content area of instruction.

In short, this research implies that Save the Last Word for me and Listen-Read-Discuss (LRD) strategies are very beneficial to improve students' reading comprehension. This idea analogously with the previous research, Line Wiget et al., (2013) explained that Save the Last Word for Me strategy can contribute to the improvement on students' reading comprehension. In other words, the theory in chapter II has the impact to the implication of Save the last Word for Me and Listen-Read-Discuss (LRD) strategies in improving students' reading comprehension.

5.3. Recommendation

Dealing with the conclusion of the research, some recommendations are proposed as follows:

1. Recommendation for the teacher.
 - a. The teacher can use Save the Last Word for Me and Listen-Read-Discuss strategies as alternative strategies in teaching and learning process especially in teaching reading comprehension on narrative text.

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2. Recommendation for the students.
 - a. The students should pay attention when the teacher explains the material about reading and how to use the strategies that used in the classroom.
 - b. The students should practice to improve their reading comprehension by using Save the Last Word for Me or Listen-Read-Discuss (LRD) strategies at school or another place.
3. Recommendation for the next researchers.
 - a. The researchers are expected to find the new strategies, methods, techniques, and approaches in order to help the students to be easy to get the teaching and learning objectives and also to make the students feel joyful in learning English.
 - b. The researches always watch the development of education
 - c. The researchers are enforced to be agents of change in education.