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CHAPTER V

CONCLUSION, IMPLICATION, OF THE RESEARCH AND RECOMMENDATION

5.1 Conclusion

The purpose of the research was to find out the significant difference of students reading comprehension on report text by using LRD (listen- read- discuss) strategy at MA. Daarun Nahdhah-Tb Bangkinang and students' reading comprehension by using QAR (Question and answer relationship) strategy. the research was quasi experimental research which conducted for 8 meetings. Two meetings for prior knowledge test and post test reading comprehension, and six meeting for conducting the treatment.

Based on the research findings, it could be concluded that;

1. The students who are taught by using LRD strategy (experimental class) give effect to the students' reading comprehension. the students in the experimental class get better result in reading comprehension than students who are taught without using LRD strategy (control class). It can be seen from mean score of experimental and control class. The students mean score in experimental class who were taught by LRD strategy was higher than students in control class who were taught by using question and answer relationship strategy. Then, the effect size given by LRD strategy was 0.17 (17%). it was categorized as large effect. So, it can be concluded that using LRD strategy give significant effect to students' reading comprehension.

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2. Using LRD (Listen-Read-Discuss) strategy on the students with high prior knowledge in experimental class is given better result significantly in reading comprehension than the students with high prior knowledge in control class. The finding shows that the students with higher prior knowledge who were taught by using LRD strategy have better reading comprehension than the students with higher prior knowledge who were taught by question and answer relationship strategy. The mean score of students' reading comprehension with higher prior knowledge in experimental class was higher than students' reading comprehension with higher prior knowledge in control class, and the effect size of using LRD on the students with higher prior knowledge was 0.41 (41%). it was categorized as large effect. So, it can be concluded that using LRD strategy give effect significantly to the students with higher prior knowledge in reading comprehension.
3. Using LRD (Listen-Read-Discuss) strategy on the students with low prior knowledge in experimental class is given better result significantly in reading comprehension than the students with low prior knowledge in control class. The students with low prior knowledge in experimental class get better result significantly in reading comprehension than the students with low prior knowledge in control class. The mean score of students' reading comprehension with lower prior knowledge in experimental class was higher than students' reading comprehension with lower prior knowledge in control class. and the effect size of using LRD on the



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students with lower prior knowledge was 0.61 (61%). it was categorized as large effect. So, it can be concluded that using LRD strategy give effect significantly to the students with lower prior knowledge in reading comprehension.

5.2 Implication of the Research

Based on the conclusion above, it is implied that;

Teaching reading comprehension taught by using LRD (listen-read-discuss) strategy made more positive effect to improve students' reading comprehension than QAR strategy that usually used by the lecturer. By doing this strategy the students have more interest in reading comprehension. In this strategy, students center is more effective than teacher center in the process of this strategy. The center of this strategy was the students, and teacher just as a facilitator.

The role of LRD strategy in teaching reading comprehension are to give the opportunity to the students to interact with their friends, and give the students the opportunity to activate their thinking, and the last improve their understanding in reading through listen the explanation from the teacher.

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5.3. Recommendation

There are several points to be recommended. The first, it is better for the future researcher to add more subject, the students, and the teacher in the research in order to get more convincing research result. Second, it is recommended for the future reseracher to get more comprehensive and valid result by including more tests items, using the questionnaire, and observation items. The third, it is recommended for the future researcher to elaborate and add some more research questions to be answered in order to find broader scope related to the teaching reading comprehension through LRD (Isiten- read-discuss) strategy.

Next, this study might encourage the teacher and other educators in the research site or in the other sites to implement these strategies as the way in increasing students ' reading comprehension in senior high school level or other level of formal or informal education.

It is suggested that to the English teacher to use this strategy because it gives benefit to the students, the students can practice their reading comprehension more with their friend. The students can understand the text by working in group, as result the students' understanding in reading comprehension will increase.