

CHAPTER V

THE CONCLUSION, IMPLICATION AND RECOMMENDATION

V.1. CONCLUSION

Based on the research questions and hypothesis of the research, the findings of the research can be concluded into some points as follows:

- a. There is no significant difference of the pre-test mean score of reading comprehension between an experimental class 1 and an experimental class 2. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that students' capability level in reading skill of both classes is similar.
- b. There is no significant difference of the pre-test mean score of reading comprehension between an experimental class 1 and a control class. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that students' capability level in reading skill is similar.
- c. There is no significant difference of the pre-test mean score of reading comprehension between an experimental class 2 and a control class. According to this finding, it can be inferred that both classes have similar ability in reading comprehension. It means that student level in reading skill is similar.
- d. There is no difference of the post-test mean score of reading comprehension between an experimental class 1 and an experimental class 2. It can be

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concluded that the students of both classes have similar ability in reading comprehension after the experimental classes given the treatment.

e. There is a significant difference of the post-test mean score of reading comprehension between an experimental class 1 and a control class. It can be concluded that both classes have different ability in reading comprehension after the experimental class given the treatment. The mean score of the experimental class 1 is higher than the control class. Indeed, there is a change in the experimental class 1 after being given the treatment.

f. There is a significant difference of the post-test mean score of reading comprehension between an experimental class 2 and a control class. It can be concluded that both classes have different ability in reading comprehension after being given the treatment. The mean score of the experimental class 2 is higher than the control class. Indeed, there is a change in the experimental class 2 after the treatment given.

g. There is a significant improvement of the pre-test and the post-test mean score of reading comprehension in the experimental class 1. It can be concluded that there is an improvement of students reading comprehension in the experimental class 1. Besides, POSSE strategy gives effect to improve the students' reading comprehension (83%).

h. There is a significant improvement of the pre-test and the post-test mean score of reading comprehension in the experimental class 2. It can be concluded that there is an improvement of students' reading comprehension in the

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experimental class 2. Besides, PLAN strategy gives effect to improve the students' reading comprehension (74%).

- i. There is a significant improvement of the pre-test and the post-test mean score of the students' reading comprehension in the control class. It can be concluded that there is an improvement of students' reading comprehension in the control class. Besides, non-POSSE and PLAN strategy give effect to improve the students' reading comprehension (65%).

At last, the highest effect is from POSSE, but the two classes do not differ significantly. Therefore, the two strategies can improve the students' reading comprehension. Finally, it can be concluded that the POSSE and PLAN strategies can be applied for teaching reading comprehension for senior high school level.

V.2. IMPLICATION OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning. In this research, POSSE and PLAN strategies are compared toward students' reading comprehension. Both strategies are suitable to carry out in teaching reading comprehension.

According to Englert & Mariage (1991), POSSE strategy activates prior knowledge, but also encourages students to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have learned. Moreover, POSSE strategy guides students to

arrange their ideas in the semantic map that is useful to help students get the key ideas easily from the text. In the POSSE strategy, the students will be guided through pre-reading, during reading, and post reading activities designed to facilitate comprehension. It is clear that, learning, reading comprehension through POSSE strategy is taught by activating the background knowledge of the students and combining the existing information with the new information provided in the text.

Besides, Thomas and Robinson, (1972) say that “The PLAN strategy stimulates students to actively engage the subject matter”. Based on the statements above that PLAN is an acronym (Predict, Locate, Add, and Note). PLAN strategy is one of the elaborations which can help the students to remember what they read, so that students will gain new information. This strategy also helps the students understand and improve their reading comprehension skill. By this strategy, the students are expected not only to understand the content of the reading text, but also the social message in the reading text.

In short, POSSE and PLAN Strategy can guide silent reading with higher order questions and discussion of responses to questions. Then provide a culminating activity that allows students to review their understandings of the text and to apply them. It also gives students a concrete purpose for reading. At last, as the reflection of these both strategies, teachers will notice that comprehension improves quickly when students focus on finding answers to comprehension level questions instead of just reading aloud. The students enjoy the discussion of their

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answers because there is usually more than one correct answer or more than one opinion about the concrete answer.

On the other hand, POSSE and PLAN Strategy can guide the students to comprehend the text. These strategies emphasize the information of each paragraph that requires them to deepen their understanding about the paragraphs, and to enlarge students' knowledge and experiences.

Based on the research finding, there is no significant difference between using POSSE and PLAN Strategy on students' reading comprehension. It means that both strategies can be applied to teaching reading text.

V.3. RECOMMENDATION

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the comparison of POSSE and PLAN Strategy toward the students' reading comprehension at SMA Smart Indonesia Pekanbaru. The research findings have found out that there is no significant difference in students' reading comprehension by comparing POSSE and PLAN Strategy in teaching reading text.

It means that both POSSE and PLAN Strategy are suitable strategies to apply in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension of both POSSE and PLAN Strategy, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of

comparison teaching strategies of both POSSE and PLAN Strategy on the students' reading comprehension as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially for teachers and students at junior and senior high school levels. In this research, the number of students involved was only 65 participants of SMA Smart Indonesia Pekanbaru. The next research would be spread out to other schools in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class namely the teachers should be able to conduct or apply the POSSE and PLAN Strategy in teaching reading comprehension especially in Descriptive Text. It is also recommended that the students on high level capability.

Thus, this strategy helps to strengthen reading and critical thinking skill. It monitors the reader's awareness of whether or not comprehension is occurring. The success of teaching to achieve the final goal is determined more by teachers.

The researcher also recommends to the ministry of education of Riau province in order to administer a teachers' training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the POSSE and PLAN Strategy in teaching reading comprehension especially in Descriptive Text. This is due to implement the law of Indonesian Education

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System, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. Then, the implementation of Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

Finally, another focus for future research could be the involvement of research center of tertiary education in Riau province, especially Institute for Research Center and Community Development of State Islamic University Sultan Syarif Kasim Riau for the study of interactive learning and other Research Centers of various universities in Riau province.

The present study focuses more on quantitative in term of data collection and analysis and it uses a comparative experimental research design. Having the involvement of research center of tertiary education, it would further study and examine the effects of applying POSSE and PLAN Strategy in teaching reading comprehension especially in Descriptive Text. By using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, SMA Smart Indonesia Pekanbaru as the school model for this research.