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CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1. Conclusions

The main goal of the research was to find out the effects of Think, Predict, Read and Connect strategy and Predict, Locate, Action, and Note strategy on students reading comprehension of descriptive text at Language Development Centre UIN SUSKA Riau.

On the basis of the data analysis that resulted in the findings, some conclusions are drawn as in the following:

- a. There was no significant difference of the pre-test mean scores of reading comprehension between the Experimental Group 1 and the Experimental Group 2 of the students majoring in Accounting at Language Development Center UIN SUSKA Riau.
- b. There was a significant improvement of the pre-test and the post-test mean scores of reading comprehension of the Experimental Group 1.
- c. There was a significant improvement of the pre-test and post-test mean scores of reading comprehension of the Experimental Group. In other words, PLAN Strategy gives effects to improve the students' reading comprehension.
- d. There was a significant difference of the post-test mean scores of reading comprehension between the Experimental Class 1 and the Experimental Class 2. It can be concluded that the improvement of students' reading comprehension of experimental group 2 was higher than the improvement of

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students' reading comprehension of the experimental group 1. This is based on the percentage of the improvement in PLAN strategy (58%) which is higher than the percentage of TPRC strategy (32%) as well as the mean score of PLAN strategy (83.36) which is higher than the mean score of TPRC strategy (75.68).

5.2. Implications

In teaching and learning process, the teacher should find the suitable approaches, methods, techniques or strategies to teach his/her students in order to give effective learning especially for reading (Crowford, 2007). Reading is a basic life skill. It is a foundation for students to succeed in school, and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will be lost. In this research, TPRC strategy and PLAN strategy are considered appropriate to be applied in teaching reading in particular. In addition, Think, Predict, Read, and Connect strategy is one of reading strategies has been proved suitable through many studies to have been able improve students' reading comprehension. Think, Predict, Read and Connect strategy is developed by Ruddell (2005) to help students comprehending texts.

This strategy has many advantages in teaching reading and learning. First, Think, Predict, Read, and Connect strategy can help to develop critical reading skills. Second, this strategy can encourage the students to be active readers. Thirds, it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension as the students are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From

these statements, it is obvious that the Think, Predict, Read, and Connect strategy is effective to improve the students' reading comprehension.

Furthermore, Caverly, *et.al* (1995) state that PLAN is a study–reading strategy for informational text that helps students read strategically. It also can be taught in pre reading, during reading and after reading. According to Cohen & Cowen in Yanda (2013) PLAN is a four-step strategy that is used to increase comprehension of informational text such as nonfiction and textbooks. Thus, this strategy has four steps as mentioned previously in applying in the class. The advantages of the strategy need to be considered by the teachers in applying the strategy.

5.3. Recommendations

Based on the research findings, discussion, and the conclusions, the researcher would like to give some recommendations regarding these TPRC and PLAN strategies in teaching reading especially descriptive text. The use of TPRC and PLAN strategies are highly recommended to be applied in teaching strategies in teaching reading. They are effective and appropriate strategies to make students actively engaged especially in reading in the classroom.

To get more attention from the students, TPRC and PLAN strategies are good techniques to motivate students pay serious attention in learning. Furthermore, teaching reading to the students should be continuously developed to build their capability in reading English texts in the modern era. In using TPRC and PLAN strategies in teaching reading, English teachers should consider the learners as they may have different interests, abilities, social and family backgrounds. Besides, teaching materials, time allocation as well as using appropriate teaching aids need to be considered by the teachers prior to teaching.

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For those who are interested in conducting similar research, they are recommended that they use both strategies in their teaching and other appropriate techniques other than TPRC and PLAN strategies.

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