

CHAPTER V

CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

V.1. Conclusions

The research questions and hypotheses of the research have been answered through the data analysis with the findings; therefore, some conclusions are drawn as in the following:

- a. There was no significant difference of the pre-test mean score of reading comprehension between the Experimental Group 1 and the Experimental Group 2. According to this finding, it can be inferred that both classes had similar ability in reading comprehension. It means that students' ability level in reading skill of both classes was similar.
- b. There was a significant improvement of the pre-test and the post-test mean scores of reading comprehension of the Experimental Group 1. Therefore, it can be concluded that there was an improvement of the students' reading comprehension of the Experimental Group 1. In other words, Visual Imagery Strategy gave effects to improve the students' reading comprehension.
- c. There was a significant improvement of the pre-test and the post-test mean scores of reading comprehension of the Experimental Group 2. Therefore, it can be concluded that there was an improvement of students' reading comprehension of the

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Experimental Group 2. In other words, SMART Strategy gave effects to the improvement of the students' reading comprehension.

- d. There is no significant difference of post-test mean score of reading comprehension between the Experimental Class 1 and the Experimental Class 2. It can be concluded that the students of both classes have similar ability in reading comprehension after the experimental classes given the treatment.

At last, it can be concluded that both Visual Imagery Strategy and SMART Strategy gave the effect to the students' reading comprehension. Both strategies of Visual Imagery and SMART can be chosen to apply in teaching reading comprehension. Based on the percentage of improvement, SMART Strategy (76%) was higher than the percentage of Visual Imagery Strategy (72%) as well as the mean score of SMART Strategy (83,75) was higher than the mean score of Visual Imagery Strategy (80,25).

V.2.Implications of the Research

With regard to the findings of the research which answered the research questions some implications of the research need to be given. In teaching and learning process, English teachers are recommended that they use Visual Imager Strategy SMART strategy in teaching. Teachers need to find suitable teaching approaches, methods, techniques or strategies to teach their students in order to make learning effective, especially reading (Crawford, 2007). Reading is a basic life skill. It is a foundation for students

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to get success in school, and indeed, throughout their lives. Without the ability to read well, opportunities for personal fulfillment and job success will be lost. In this research, Visual Imagery Strategy and SMART Strategy are strategies that could enhance student's reading comprehension. Both strategies are suitable to be applied in teaching reading comprehension.

According to Schumaker *et.al.* (1993:12), Visual Imagery Strategy can enhance recall of key concepts, structure a visual approach to memory, extend memory duration, improve reading comprehension, and facilitate recall of information.. The teacher takes an active role as he or she prepares students to read the text by pre-teaching important vocabulary, eliciting prior knowledge, teaching students how to use a specific reading skill, and providing a purpose for reading.

Furthermore, Bauman (1992:144) states that SMART Strategy is one of the meta-cognitive strategies that could enhance understanding and text comprehension. This strategy helps to strengthen reading and critical thinking skills. It monitors the reader's awareness of whether or not comprehension is occurring. Furthermore, Willis (2008:155) argues that metacognitive is thinking about thinking. Metacognitive can be taught to help the students mentally process the information they read and to recognize what they do understand and do not understand. In short, Visual Imagery Strategy and SMART Strategy can guide silent reading with higher order questions and discussion of responses to questions. They provide a culminating activity that allows students to review their understandings of the text and to apply them.

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They also give students a concrete purpose for reading. At last, as the reflection of 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 answers because there is usually more than one correct answer or more than one opinion about the concrete answer.

In addition, Visual Imagery Strategy and SMART 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 findings, there was no significant difference between using Visual Imagery Strategy and SMART Strategy towards students' reading comprehension. It means that both strategies can be applied in teaching reading in particular.

V.3. Recommendations

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 Visual Imagery Strategy and SMART Strategy toward the students' reading comprehension at SMK Keuangan Pekanbaru. The research findings have found out that there was no significant difference of students'

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reading comprehension by comparing Visual Imagery Strategy and SMART Strategy in teaching reading. It means that both Visual Imagery Strategy and SMART Strategy are suitable strategies to be applied in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension of both Visual Imagery Strategy and SMART Strategy, there are still gaps which could be filled with new and further research.

The researcher would like to recommend for the future research dealing with the comparison between Visual Imagery Strategy and SMART Strategy. The first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially to teachers and students at junior and senior high school levels. In this research, the number of students involved was only 63 participants at SMK Keuangan Pekanbaru. The next research would be spread out to other schools in the other districts and administrative towns within Riau province.

Another aspect which is also related to the sample or the research participants 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 or teachers should be able to conduct or apply the Visual Imagery Strategy and SMART Strategy in teaching reading comprehension especially in Report Text.

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The researcher also recommends to the Ministry of Education of Riau province in order to encourage other district education offices to organize more seminars or workshops on teaching methods to equip teachers with more knowledge and strategies along with their applications. This recommendation goes hand in hand with the central government program through the law of Indonesian Education System, number 20, year 2003, chapter IV, verses 1 and 10 that places the emphasis on the right and authority of both central and local governments to direct, lead and supervise the implementation education in their regions. Then, the implementation of Law number 32, year 2004 dealing with local government states 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. It is also recommended that other educational institutions would do research on similar topic with wider coverage.