

CHAPTER V

CONCLUSSION, IMPLICATION AND RECOMMENDATION

V.1. Conclusion

This study investigated eight hypotheses which were elaborated based on two research questions. Therefore, the findings of the research can be answered into some points as follows.

There was no significant difference (1,69%) of pre-test mean score of reading comprehension between an experimental group 1 and a control group. It could be concluded that the students' reading comprehension of both groups were similar before being given the treatment.

There was (34.6%) a significant difference of post-test in reading comprehension between an experimental group 1 and a control group. It indicated that there was an improvement of students' reading comprehension in the experiment group 1. Therefore, the application of the affinity strategy in composing Narrative text gave a significant effect to improve students' reading comprehension ability.

There was (80,7%) significant difference between pre-test and post-test mean scores of students' reading comprehension on the experimental group 1. It showed that there was significant improvement in students' reading comprehension ability after giving the treatment.

There was no (1,59%) between pre-test and post-test mean score of students' reading comprehension of the control group. It presented that there was no improvement in students' reading comprehension using conventional teaching

method. Therefore, there was no effect that could be inferred from treatment on the control group.

There was no significant difference (3,7%) of pre-test mean score between an experiment group 2 and a control group. Based on this finding, it could be inferred that the level of students' reading comprehension of both groups were equivalent before applying this strategy.

There was (81,6%) significant difference of post-test mean score between an experiment group 2 and a control group. Therefore, it could be concluded that both groups had difference level of reading comprehension in which the story grammar strategy was applied to the experimental group 2 while conventional teaching of reading comprehension was applied to control group. Based on the result showed that the level of students' reading comprehension of those who were applying this strategy was higher than those whose weren't.

There was (95%) significant difference between pre-test and post-test mean score of students' level of reading comprehension in the experiment group 2. The result revealed that the students' reading comprehension before treatment indicated in low level. However, the level of students' reading comprehension after treatment showed high level. It can be concluded that the application of the story grammar strategy also presented a significant improvement on students' perception toward their reading comprehension ability. The more practice that the students use ASG in reading comprehension the higher that they will perceive.

There was no significant difference (13%) between pre-test and post-test mean score of the students' level of story grammar strategy in the control group.

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The result indicated that there was no effect on students' level of ASG strategy before and after treatment where the conventional teaching method was applied in reading activities. It can be concluded that there is no improvement in students' reading comprehension ability compared with the application of the ASG teaching method.

From the statement above, it could be inferred that the implementation of the Affinity and the Story Grammar strategy (ASG) gave a significant effect on students' reading comprehension ability with a high level of the story grammar strategy (group 2) on the second year of students at SMPN 3 Tapung.

V.2. The Implication Of The Research

Nowadays teachers must prepare themselves to be up to date in teaching method. They are recommended to provide creative learning activities so that the objectives of learning English are achieved by the students. The duty on the choice of appropriate teaching strategy that married with certain skill in English; listening, speaking, reading and writing is a must for the teacher. One way to improve their skill in teaching is to find out some reference about teaching strategies. They have a change to look for some studies that have been investigated by some experts in the field of English teaching method. The finding of the studies could be a consideration of them to select appropriate teaching strategy especially in reading comprehension activities.

The result of this present study can be the alternative way for teachers who look for teaching reading comprehension reference. Based on this study, the investigation showed that the use of the affinity and the story grammar (ASG)

strategy clearly gives significant effect on the students' reading comprehension ability. In fact, the finding implies that this strategy able to guide students to explore their knowledge through text. Besides, it enables them to help in constructing some sentences. Teachers are able to build interaction with the students so that they can facilitate them as well.

Furthermore, the teachers should realize that the students need to know the obstacles of them in reading comprehension. In the case, ASG strategy provides them to be more motivated and interested in reading comprehension. Teachers have a change to vary their activities that match with students' interest.

V.3. Recommendation

There are some points that ASG strategy to be recommended for the future study. Firstly, it is better for future researchers to elaborate the participants in order to get more convincing research results. Secondly, it is recommended for the future researchers to elaborate variable study so that it can produce varieties activities in reading comprehension. Then, lastly, it is recommended for the future researchers to elaborate and add some more research question to be answered in order to find a broader scope related to the teaching reading comprehension.

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