



CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1. CONCLUSION

The main goal of the research was to explore the effects of GRASP strategy toward students' reading and their writing ability at SMAN 2 Tambang. This research was conducted for 6 meetings (one meeting for pre-test, four meetings for treatment and one meeting for post-test) at SMA N 2 Tambang. The research design was a quasi-experimental research on the pre-test to post-test reading comprehension and vocabulary mastery single group design which was based on Campel and Stanley (1963), Gay and Arisian (2003), Haslam and McGarty (2003).

After conducting a quasi-experimental research within two months at SMAN 2 Tambang. The research design was a quasi-experimental research of the pre-test-post-test single group design which were based on Gay and Airasian (2003).

Based on the hypothesis of the problem and objectives of this study, the last findings of the research as follows:

1. Based on the data presentation of students reading comprehension score, pre-test reading comprehension score of the experimental group was categorized as sufficient category (46.9%), post-test reading comprehension score of the experimental group was categorized as Very Good (53.1). Then, pre-test reading comprehension score of the control group was categorized as Sufficient category (40.6%), post-test reading comprehension score of control group was categorized as good categories (46.9%).



2. Based on the data presentation of students writing ability score, pre-test score of the experimental group was categorized as Less category (71.9%), post-test score of the experimental group was categorized as Good category (84%). Then, pre-test score of the control group was categorized as Less category (50%), post-test score of the control group was categorized as sufficient category (46%).
3. Based on Independent sample T-test analysis for pre-test reading comprehension of experimental and control groups, it showed that there is no significant difference at pre-test reading comprehension between experimental and control groups. T-test result was 0.31, its df was 62, standard deviation of the experimental group was 62.03 and control group was 62.50. So, in the conclusion $p = 0.754$, the 2-tailed value was bigger than 0.05 ($p > 0.05$). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SMAN 2 Tambang. Based on the analysis of Table IV.23, of the first hypothesis H_{a1} is rejected and H_{o1} is accepted. So, it can be concluded that "There is no significant difference between reading comprehension, pre-test mean score of the experimental group and reading comprehension, pre-test mean score of the control group on narrative text at SMAN 2 Tambang".
4. Based on Independent sample T-test analysis for post-test reading comprehension of experimental and control groups, it showed that there is a significant difference at post-test reading comprehension between experimental and control groups. T-test result was 4.064, its df was 62, standard deviation of the experimental group was 77.81 and control group was 72.34. So, in the conclusion $p = 0.000$, the 2-tailed value was smaller than 0.05 ($p < 0.05$). The result showed that the mean scores did differ



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much between both groups. It could be determined that the subjects in both groups were not equivalent after giving the treatment at SMAN 2 Tambang. Based on the analysis of Table IV.24, of the second hypotheses H_{a2} is accepted and H_{o2} is rejected. So, it can be concluded that “There is a significant difference between reading comprehension post-test mean score of the experimental group and reading comprehension post-test mean score of the control group on narrative text at SMAN 2 Tambang”.

5. Based on Independent T-test analysis for pre-test writing ability of experimental and control groups, it showed that there is no significant difference at pre-test score between experimental and control groups. T-test result was -0.927, its df was 62, standard deviation of the experimental group was 8.67 and control group was 8.32. So, in the conclusion $p = 0.357$, the 2-tailed value was bigger than 0.05 ($p > 0.05$). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SMAN 2 Tambang. Based on the analysis of Table IV.26, of the fourth hypothesis H_{a4} is rejected and H_{o4} is accepted. So, it can be concluded that “There is no significant difference between students writing ability mean score of the experimental group and students writing ability mean score of the control group at SMAN 2 Tambang”.
6. Based on Independent T-test analysis for post-test writing ability of experimental and control groups, it showed that there is a significant difference at post-test score between experimental and control groups. T-test result was 9.351, its df was 62, standard deviation of the experimental group was 4.54 and control group was 8.29.

So, in the conclusion $p = 0.000$, the 2-tailed value was smaller than 0.05 ($p < 0.05$).

The result showed that the mean scores did differ much between both groups. It could be determined that the subjects in both groups were not equivalent after giving the treatment at SMAN 2 Tambang. Based on the analysis of Table IV.27, of the fifth hypotheses H_{a5} is accepted and H_{o5} is rejected. So, it can be concluded that “There is a significant difference between writing ability post-test mean score of the experimental group and writing ability post-test mean score of the control group at SMAN 2 Tambang”.

7. A Paired Sample T-test was used to analyze the effect of implementing the treatment of GRASP strategy toward students reading comprehension for Experimental Group. the t-test result was 23.290, its df was 31, by comparing the number of significance. If probability > 0.05 , the null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) was accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.. The result of data analysis was based on inferential statistics, which has identified that after conducting the treatment by using GRASP strategy can improve 94% on student reading comprehension at SMAN 2 Tambang. Therefore, H_{o3} hypothesis is rejected and H_{a3} is accepted that there is a significant difference between reading comprehension, pre-test mean score of the experimental group and reading comprehension post-test mean score of the experimental group at SMAN 2 Tambang.
8. A Paired Sample T-test was used to analyze the effect of implementing the treatment of GRASP strategy toward students' writing ability for the experimental group. t-test result was 16.693, its df was 31, by comparing the number of significance. If

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probability > 0.05 , the null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) was accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected. The result of data analysis was based on inferential statistics, which has identified that after conducting the treatment by treatment of GRASP strategy can improve 89% of students writing ability at SMAN 2 Tambang. Therefore, H_0 hypothesis is rejected and H_a is accepted that There is a significant difference between writing ability pre-test mean score of the experimental group and writing ability post-test mean score of the experimental group at SMAN 2 Tambang.

According to the conclusions above, it was clearly that Guided Reading and Summarizing Procedure strategy gave a good effect and any increasing on students' reading comprehension and writing ability after taught by using Guided Reading and Summarizing Procedure strategy.

V.2. Implication of the research

In teaching and learning process, the teacher should find the suitable find the suitable approach, method, technique, and strategy to teach his/her students in order to give effective learning. To improve the students' reading and writing ability, particularly in reading and writing ability, the teacher has to be able to use teaching strategies which are effective, efficient and relevant to the need of the students in order to achieve the target determined by the curriculum. It uses GRASP strategy for them easier to do the tasks. Most students had difficulties in reading and writing skills such as how to find the main idea of a text or to write a short paragraph. So, the teacher used GRASP strategy in

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teaching and learning process. Through GRASP strategy students felt that reading and writing were easier and more interesting and it also can increase their reading and writing skills.

V.3. Recommendation

There are some things that the researcher wants to suggest based on the relative result of this research:

1. Expected of English teachers, especially for the Senior High School to be able to use GRASP strategy in teaching and learning process as one of the strategy that is useful for the teacher to improve students' capability in reading and writing ability.
2. This research can be used as a model media in the teaching process to make the teacher easy to teach the students and make the teaching and learning process be more interesting so the students do not feel bored with learning English anymore.
3. The researcher hopes the result of this research is useful for the teacher and improves the students' knowledge in English.
4. The research hopes that the teacher must be able to develop her/his capability to change her/his argumentation that teaching English is difficult. They can use the media in their environment so the teaching and learning process will be satisfied.
5. By using this strategy, the students will be easy to know their ability in reading and writing in English.

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