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CHAPTER V

CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

V.1. CONCLUSIONS

The main goal of the research was to explore the effects of saving the lastword for me strategy toward students' reading comprehension and vocabularymastery of narrative text at the eighth year students at SMPN 2 Pasir Penyu.

This research was conducted for 6 meetings(one meeting for pre-test, fourmeetings for treatments and one meeting for post-test) at the second semester students at SMP N 2 Pasir Penyu. 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).

Based on eight hypotheses of the research questions and objectives of this study, the last findings of the research can be concluded as follows:

1. Based on Hypothesis for pre-test reading comprehensionof experimental group and control group, shows that there was no significant difference found at pre-test mean score of students' reading comprehension between the experimental groupand control group. It could

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be determined that the subjects in both classes were equivalent before giving the treatment. In short, the first hypothesis of this research showed that H_01 was accepted and H_a1 was rejected. So, it can be concluded that “there is no significant difference in students’ reading comprehension before being taught by using SLWM strategy at the second semester students of SMP N 2 Pasir Penyau.

2. Based on the second Hypothesis, it showed the effect of implementing the treatment of Save the last word for me strategy for experimental class. The result effect using Save the last word for me strategy on students’ reading comprehension of post-test score between experimental and control groups at SMP N 2 Pasir Penyau obtained any improvement. H_a2 means there was a significant difference on students’ Reading comprehension after being taught by using SLWM strategy between the experimental class and control class at the second semester students of SMP N 2 Pasir Penyau.

3. According to the third hypothesis, it showed the effect of implementing treatment of SLWM strategy on students’ reading comprehension for experimental class. The result of data analysis based on inferential statistics, which had been identified after conducting the treatment for 4 meetings by using SLWM strategy can improve 1,11% on reading comprehension at the eighth year students of SMP N 2 Pasir Penyau. Therefore, it can be concluded that there was a significant effect of using SLWM strategy on student’ reading comprehension for experimental class.

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4. Based on the fourth hypothesis, it did not show the effect of non implementing treatment of SLWM strategy on students reading comprehension for the control group. Ho4 was accepted in which Ho4 means that there was no significant difference of students' reading comprehension non treatment of SLWM for the control class at the second year students at SMP N Pasir Penyau.
5. Based on fifth hypothesis for pre-test vocabulary mastery of experimental and control classes. It showed that there was no difference on students' pre-test score of students' vocabulary mastery between an experimental and a control group at SMP N 2 Pasir Penyau. Ho5 was accepted in which means that there was no significant difference on students' vocabulary mastery before being taught by using Save the Last Word for Me Strategy for experimental class and control class.
6. Based on the sixth hypothesis for post-test students' vocabulary mastery between experimental and control classes. It showed that there was significant effect using Save the last word for me strategy on students' vocabulary mastery of post - test scores between experimental and control groups at SMP N 2 Pasir Penyau. Ha6 was accepted in which Ha6 means there was a significant difference on students' vocabulary mastery after being taught by using SLWM strategy for the experimental class and control class at the second semester students of SMP N 2 Pasir Penyau.
7. Based on the seventh hypothesis, it showed the effect of implementing the treatment of SLWM strategy on students' vocabulary mastery for

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theexperimental class. The result of data analysis was based on inferential statistics, which had been identified after conducting the treatment for 4 meetings by using SLWM strategy could improve 84,44% on vocabulary mastery at the eighth year students of SMP N 2 Pasir Penyau. Therefore, Ho7 Hypothesis was rejected and Ha7 was accepted that there was a significant effect of mean scores on students' vocabulary mastery between pre-test and post-test scores.

8. Based on the eighth hypothesis, it also showed the effect of non treatment of SLWM strategy on students' vocabulary for the control class. The result of data analysis based on inferential statistics, which had been identified after conducting the treatment for 4 meetings by using non treatment SLWM strategy can improve 25,34% on vocabulary mastery at the eighth year students of SMP N 2 Pasir Penyau. Therefore, Ho8 Hypothesis was rejected and Ha8 was accepted that there is a significant effect of mean scores on students' vocabulary mastery between pre-test and post-test scores.

According to the analysis of the eight hypotheses above, it was clearly that Save the last word for me strategy gave a good effect and any increasing on students' reading comprehension and vocabulary mastery after being taught by using Save the Last Word for Me strategy.

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V.2.IMPLICATIONS OF THE RESEARCH

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his or her students in order to give effective learning. In this research, Save the Last Word for Me strategy toward students' reading comprehension and vocabulary mastery. The number of students involved in this research was 48 students the second semester students of SMP N 2 Pasir Penyu.

In this study, the teacher asked some questions about their understanding about narrative text. The teacher assign students to groups of three, the teacher asked each student individually read the text, the teacher asked the students to read, they wrote on the first side of the 3X5 cards (or slips of paper) any segments of the text, agreement/disagreement, words, phrases, or sentences that catch their attention, the teacher instructed students to discuss the text with the group, each member of the group should select a comment or question from the notecards, the teacher asked other members of the group to react to the comment or question by sharing opinion, the teacher asks the students who initially shared the question or comment to have "last word" by summarizing the discussion.

In improving the students' reading comprehension and vocabulary mastery, the teachers have to be able to use teaching strategy effectively, efficiently, and appropriately to the needs of the students in order to achieve the target achieved. Based on the result of this research, SLWM is one of the teaching strategy considered to be, effectively, efficiently, and appropriate to the students'

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needs. This strategy proposes to assist, engage the students' spirit of learning, participate and share the ideas in the discussion.

This research showed that the use of SLWM had the significant effect on students' reading comprehension and vocabulary of narrative text in English the second year students of SMPN 2 Pasir Penyau. Therefore, the teachers were suggested to use SLWM strategy in teaching reading, especially narrative text and expository text.

This research provided several implications as explained, as follows:

1. This research has an implication on students' reading comprehension, vocabulary mastery and. By using Save the last word for me strategy, the students can comprehend the vocabulary, reading text, narrative text, easily and effectively.
2. This research also has an implication on the ability of the teachers to SLWM. The teachers need to understand the SLWM strategy well. So that the researchers are able to extend the students' reading comprehension and vocabulary mastery in reading text, particularly on narrative text.

At last, as the reflection of this SLWM strategy, the teacher noticed that comprehension improved quickly when students focus on finding answers to comprehension level questions instead of just reading.

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The students enjoyed and fun discussion of their answers because there was usually more than one correct answer or more that one opinion about the concrete answer.

V.3. RECOMMENDATIONS

Based on the data analysis conducted in chapter 4, it can be stated that using the SLWM strategy in teaching reading narrative text has improved the students' reading comprehension and vocabulary mastery. Therefore, SLWM strategy was suggested to be used by the teachers to improve and increase the students' vocabulary mastery and reading comprehension in learning especially in reading text.

In addition, related to the research finding, some recommendations were proposed as follows:

1. For teachers

It is suggested to understand more the use of save the last word for me strategy in order to give other variations of the teaching technique to increase the students' reading comprehension. Then, this method should be offered by interesting media and joyful learning.

2. For students

It is suggested to learn and comprehend more the use of strategy, then the students caused it to get the reading comprehension. The students are expected to be active and serious in learning, reading to get the knowledge.

3. For future research

It is suggested to find more variation in teaching reading and vocabulary mastery by using save the last word for me strategy. It is useful to make the students more understand and enjoy in teaching learning process.

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