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CHAPTER V

THE CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1 Conclusion

Based on the research questions and hypothesis of the research, the findings of the research can be concluded into some points as follows:

- a. There is no significant difference of 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 have similar ability in reading comprehension. It means that students' capability level in reading skill of both classes is similar.
- b. There is a significant improvement of pre-test and post-test mean score of reading comprehension in the Experimental Group 1. It can be concluded that there is an improvement of students reading comprehension in the Experimental Group 1. In other words, Two Stay Two Stray Strategy gives effect to improve the students' reading comprehension.
- c. There is a significant improvement of pre-test and post-test mean score of reading comprehension in the Experimental Group 2. It can be concluded that there is an improvement of students' reading comprehension in the Experimental Group 2. In other words, DRA

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Strategy gives effect to improve 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 TSTS Strategy and DRA Strategy give the effect on the students' reading comprehension. Both strategies of TSTS and DRA can be chosen to apply to teaching reading comprehension. Based on the percentage improvement, TSTS strategy is higher than the of DRA Strategy as well as the mean score of TSTS Strategy (86,69) is higher than the mean score of DRA (80,40).

V.2 Implication of the Research

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning, especially for reading (Crawford, 2007). Reading is a basic life skill. It is a foundation for students to success 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, Visual Imagery Strategy and SMART Strategy are compared toward students'

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reading comprehension. Both strategies are suitable to carry out in teaching reading comprehension.

In short, TSTS Strategy and DRA Strategy can guide silent reading with higher order questions and discussion of responses to questions. Then provide a culminating activity that allows students to review their understandings of the text and to apply them. It also gives students a concrete purpose for reading. At last, as the reflection of these 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.

On the other hand, TSTS Strategy and DRA 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 finding, there is no significant difference between using TSTS Strategy and DRA Strategy on students' reading comprehension. It means that both strategies can be applied to teaching reading text.

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V.3 Recommendation

The research findings of this study could be regarded as a valuable contribution enriches literature review on the success of proving the comparison of TSTS and DRA Strategy toward the students' reading comprehension at the Vocational High School Pharmacy Ikasari Pekanbaru. The research findings have found out that there is no significant difference in students' reading comprehension by comparing TSTS Strategy and DRA Strategy in teaching reading text.

It means that both TSTS Strategy and DRA Strategy are suitable strategies to apply in teaching reading texts. Despite the research findings show significant improvement on students' reading comprehension of both, and there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of comparison teaching strategies of both TSTS Strategy and DRA Strategy on the students' reading comprehension as follows: the first recommendation is to continue the research to more teachers and students of various schools in Riau Province especially for teachers and students at junior and senior high school levels. In this research, the number of students involved was only 79 participants of Vocational High School Pharmacy Ikasari Pekanbaru. The next research would be spread out to other schools in the other ten regencies, Pekanbaru city and one administrative town of Riau province.

Another aspect which is also related to sample or participant is focused on students, teachers, instructors as well as the educational context

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concerned. Even though, the need to improve learning is more emphasized on English learners, the person in charge of the class, namely the teachers should be able to conduct or apply the TSTS Strategy and DRA Strategy in teaching reading comprehension especially in Report Text. It is also recommended that the students with high level capability.

Thus, this strategy helps to strengthen reading and critical thinking skill. It monitors the reader's awareness of whether or not comprehension is occurring. The success of teaching to achieve the final goal is determined more by teachers

The researcher also recommends to the ministry of education of Riau province in order to administer a teachers' training program of, in twelve regencies, one administrative town and a capital city of Riau province to apply the TSTS Strategy and DRA Strategy in teaching reading comprehension especially in Report Text. This is due to implement the law of Indonesian Education System, number 20, year 2003, chapter IV, verses 1 and 10 dealing with the right and authority both central and local governments to direct, lead and supervise the implementation accorded with rule and regulation. Then, the implementation of Law number 32, year 2004 dealing with local government which claims that the right and authority of local government becomes greater to determine and implement its own education system.

The present study focuses more on quantitative in term of data collection and analysis and it uses a quasi-experimental research design.

Having the involvement of research center of tertiary education, it would further study and examine the effects of applying TSTS Strategy and DRA Strategy in teaching reading comprehension especially in Recount Text. By using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, Vocational High School Pharmacy Ikasari Pekanbaru as the school model for this research.

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