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CHAPTER V CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.1 CONCLUSIONS

On the basis of the data analysis that answered the research questions and hypotheses, a number of conclusions can be drawn as follows:

- a. There was no significant difference of the pre-test mean score of reading comprehension among the Experimental Group 1, the Experimental Group 2, and the Control Group. According to the findings, it can be inferred that the three classes had similar reading comprehension ability.
- b. There was a significant improvement of the pre-test and the post-test mean score of reading comprehension of the Experimental Group 1. In other words, Concept Maps Strategy gave an effect to the improvement of the students' reading comprehension.
- c. There was a significant improvement of the pre-test and the post-test mean score of reading comprehension of the Experimental Group 2. In other words, Anticipation Guide Strategy gave an effect to the improvement of the students' reading comprehension.
- d. There was a significant difference of the post-test mean score of reading comprehension between the Experimental Group1 and the Experimental Group 2. The students of both classes had different abilities in reading comprehension after the Experimental Groups were given the treatments. The post-test mean score of the students' reading comprehension of the Experimental Group 1 was higher than that of the Experimental Group 2. It

means that Concept Maps Strategy gave more effects to the students' reading comprehension than that of Anticipation Guide Strategy.

5.2. IMPLICATIONS

Referring to the findings of the research, it seems that both Concept Maps Strategy and Anticipation Guide Strategy are both useful to be applied in teaching reading as both strategies provide different benefits. Which is better to be used depends very much on the level of the students and other considerations including their basic reading abilities. In this context the teacher needs to be skillful and knowledgeable in applying these two teaching strategies so that students enjoy learning and they can improve their reading comprehension.

5.3. RECOMMENDATIONS AND SUGGESTIONS

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 Concept Maps Strategy and Anticipation Strategy toward the students' reading comprehension at SMAN 1 Siak Hulu. The research findings have found out that there was a significant difference of the students' reading comprehension by comparing Concept Maps Strategy and Anticipation Guide Strategy in teaching reading texts.

Based on the findings of the research, some recommendations and suggestions need to be put forward in order to be useful for teachers, students, and the researchers. First of all, it is important for the teachers to

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improve the students' reading comprehension by giving enjoyable activities such as games or the other activities in order to encourage their motivation to learn. Besides, it is recommended that the teachers teach reading texts from the easiest to the most difficult one in order that the students think that learning English is not difficult and that the students become self-confident. Furthermore, it is suggested for teachers to try using these two strategies: Concept Maps Strategy and Anticipation Guide Strategy in teaching reading in their classroom. In addition, it is also suggested to the other the future researchers to do similar research maybe in different perspectives and different methods so that it can give greater contribution to the school, teachers, students, and all sides related to education. Last but not least, it is suggested to students to have an initiative to have more reading not only at school but more reading out of school.

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