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CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1. Conclusion

The main purpose of the study was finding out whether there was a significant effect or not of using exit slips strategy on students' reading comprehension and writing ability. Based on the ten hypotheses of the problems in this study, the last findings of the research were described as follows:

1. There was no significant difference on students' writing ability pre-test mean scores between experimental group and control group, which meant the students' writing ability both in experimental and control group were equivalent before giving treatment.
2. There was a significant difference between students' writing ability pre-test and post-test mean score in experimental group, which meant there was an improvement of students' writing ability before and after being taught by using Exit Slips Strategy.
3. There was a significant difference between students' writing ability pre-test and post-test mean scores in control group, which meant there was an improvement of students' writing ability before and after being taught in control group.

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4. There was a significant difference on students' writing ability post-test mean scores between experimental group and control group, which meant the students' writing ability in experimental and control group were different after giving treatment.
5. There was a significant difference on students' writing ability improvement between experimental group and control group, which meant there was a significant difference of students' writing ability improvement between the students' who were taught by using Exit Slips strategy and those who were taught by using control group.
6. There was no significant difference on students' reading comprehension pre-test mean scores between experimental group and control group, which meant the students' reading comprehension both in experimental and control group were equivalent before giving treatment.
7. There was a significant difference between students' reading comprehension pre-test and post-test mean score in experimental group, which meant there was an improvement of students' reading comprehension before and after being taught by using Exit Slips Strategy.
8. There was a significant difference between students' reading comprehension pre-test and post-test mean scores in control group, which meant there was an improvement of students' reading comprehension before and after being taught in control group.

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9. There was a significant difference on students' reading comprehension post-test mean scores between experimental group and control group, which meant the students' reading comprehension in experimental and control group were different after giving treatment.
10. There was a significant difference on students' reading comprehension improvement between experimental group and control group, which meant there was a significant difference of students' reading comprehension improvement between the students' who were taught by using Exit Slips strategy and those who were taught by using control group.

V.2. Implication of the Research

The learning strategies should be effective, efficient, and relevant to the students' need in order to achieve the learning objectives. The use of Exit Slips strategy is one of the learning strategies that can be applied to improve students' writing ability and reading comprehension. Exit Slips strategy is better than Discussion Method. It is considered as an effective, efficient, and relevant strategy that assist the students to encourage their reading comprehension and to guide the students step by step in the process of writing, particularly in writing descriptive texts.

Thus, the implications of this study were mentioned as follows:

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1. The use of Exit Slips strategy had improve the students' reading comprehension. The students could mention many words through the texts shown.
2. The use of Exit Slips strategy had improve the students' writing ability, particularly in writing descriptive paragraphs. The students had clear steps to write.
3. The use of Exit Slips strategy help both the teacher and the students during the teaching and learning process. The teacher could model how to write descriptive paragraphs easily, then the students would be more easy and happy to write descriptive paragraphs based on the examples given.

V.3 Recommendations

Considering the the significant effect of using Exit Slips strategy on students' writing ability and reading comprehension, the writer would like to give some recommendations. They are as follows:

1. For the teacher

It is suggested to apply and improve the use of Exit Slips strategy in order to provide effective learning strategies in teaching and learning process.

2. For the institution

It is suggested to introduce and develop the use of Exit Slips strategy to the teachers, students, and other educators as an alternative learning strategy, particularly in teaching writing and reading.

Finally, the writer realized that this study still needs corrections and improvement from other researchers that have similar discussion with this study.

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