

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

V.1. Conclusions

This chapter deals with conclusions, implications along with the recommendations that may be better provided for further research. The aim of this research was to find out the comparison between the effect of using Magnet Summary Strategy and Herringbone Strategy on Students' Reading Comprehension at SMK Kansai Pekanbaru. Having collected and analyzed the data, several conclusions can be drawn as in the following:

- a. There was no significant difference of the pre-test mean score of reading comprehension between the Experimental Group 1 and the Experimental Group 2. Then, it can be inferred that both classes had similar ability in reading comprehension. The students' pre-test mean scores of the Experimental group 1 and the Experimental group 2 were 64 by using Magnet Summary strategy and 64.64 by using Herringbone strategy and their significance was 0.876. So, in the conclusion $p(\text{sig.}) = 0.876$, the 2-tailed value was more than 0.05 ($p > 0.05$). In conclusion, the students in both groups were equivalent before being given the treatment.
- b. The experimental group 1 had a significant difference between their pre-test and the post-test mean scores of reading comprehension. From the findings, the output of the paired sample test showed the mean score of the pre-test was 64 and the mean score of the post-test was 76.4. Then, the significance was 0.000. Because the significance was $0.000 < 0.005$, it can be inferred that H_{a2}

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was accepted. Then, the percentage of significance effect between the pre-test and the post-test of the experimental group 1 was 44.50%. The percentage was gained by looking for the effect size or eta-squared. So, it can be concluded that there was a significant difference of students' reading comprehension of the Experimental Group 1 between their pre-test and post-test mean scores. In other words, Magnet Summary strategy gave effects to the students in improving their reading comprehension of the experimental group 1.

- c. In same way on point (b), the experimental group 2 had also a significant difference between the pre-test and the post-test mean score in reading comprehension. From the findings, the output of paired sample test showed the mean score of the pre-test was 64.64 and the mean score of the post-test was 82.08. Then, significance was 0.000. Because of the significance was $0.000 < 0.005$, it can be inferred that H_{a3} was accepted. Then, the percentage of significance effect was 48.65%. The percentage was obtained by looking for the effect size or eta-squared. So, it can be concluded, there was an improvement of students' reading comprehension of the experimental group 2. In other words, Magnet Summary strategy gave effects to the students in improving their reading comprehension of the Experimental group 2.
- d. Last after getting the results of both groups' score, both groups had significant difference in their post-test mean scores of reading comprehension that can be inferred from the percentage of the effect size of 44.50% and 48.65%. In conclusion, the result obtained from the analysis showed that

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Herringbone strategy (48.65%) was higher than the Magnet Summary strategy (44.50%) or the mean score of Herringbone strategy (82.08) was higher than the mean score of Magnet Summary strategy (76.4). So, it can be concluded that there was a significant difference of students' reading comprehension of the experimental group 2 and experimental group 1.

V.2 Implications

In teaching and learning process, the teacher should find suitable approaches, methods, techniques or strategies to teach his/her students in order to give effective learning, especially for reading (Crowford, 2007). Reading is a basic life skill. It is a foundation for students to succeed in school, and indeed, throughout life. When the students do not have ability in reading, the opportunities for personal fulfillment and job success will be lost. In this research, Magnet Summary strategy and Herringbone strategy have proved that they are appropriate to be used in teaching students reading for comprehension.

Prezsler (2006) stated that Magnet Summary strategy is a kind of strategy that helps students to expand on key terms or concepts from reading. Furthermore, Buehl (2009) supported that this strategy involves the identification of key terms or concepts-magnet words from a reading text which students use to organize important information to make a summary.

According to Thaler (2008:88), Herringbone Strategy is a useful strategy for analyzing a single idea of a text. It is named Herringbone because it is like a fish skeleton. Herringbone Strategy contains of a short graphic organizer and it is

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suitable strategy to help English learners to find the main idea in paragraph of the text.

The two strategies have many advantages in teaching reading comprehension. First, Magnet Summary strategy helps students to learn to prioritize what they need to remember and develop facility in separating main ideas and supporting details. Then, the students flash out their understanding of key vocabulary (magnet word) and ideas. Third, the students gain practice in reducing texts to their most essential elements, allowing them to reflect on their personal understanding of what a text means. Magnet Summary strategy can encourage the students to be active readers and it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension while they are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From the statement above, it is obvious that the Magnet Summary strategy is effective to improve the students' reading comprehension.

On the other hand, Jones (2006) stated Herringbone strategy is a kind of a graphic organizer strategy in reading comprehension to organize main idea and the related idea of a lesson by containing six questions. The answers of the questions are organized in the herringbone pattern. The information can lead the readers to get the topic of the text that they read. This technique can enrich the readers' vocabulary because in using the herringbone pattern, the readers are allowed to discuss the unknown words found while reading the text.

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McKnight (2010: 50) states Herringbone Technique is used for establishing supporting details for a main idea. In addition, Herringbone Technique helps students understand the connections between main ideas and supporting details of the text. Herringbone strategy enables students to remember important information presented by six questions; Who? What? Why? Where? When? How? From the six questions or 5W 1H, the teacher provides the outline or structured diagram so the students can structure their note taking and record the information of the text. In short, both Magnet Summary and Herringbone strategies are appropriate to be applied in teaching reading.

V.3 Recommendations

Referring to the research findings, discussions, and the conclusions of the research, the researcher proposes some recommendations regarding the application of Magnet Summary strategy and Herringbone strategy in teaching reading especially for teaching Report text. The use of Magnet Summary strategy and Herringbone strategy are highly recommended to be applied in teaching learning process in reading comprehension, especially for teaching report texts. They are considered effective and appropriate strategies to make students actively engaged in the reading comprehension.

In addition, Magnet Summary strategy and Herringbone strategy are good to make students pay longer attention to learning. Teaching reading comprehension to the students should be continuously developed to build learners capability to understand English texts. By using Magnet Summary strategy and Herringbone strategy as the reading strategies in teaching reading comprehension,

the teacher should consider the variety of learners in the class. Each of them may have different interests and backgrounds. Therefore, the teacher also has to pay attention to the time allocation provided for each meeting.

For those who are interested in conducting the similar research, it is recommended that they collect the data from more perspectives to more comprehensive results as well as others skills such as speaking, listening, and writing. Moreover, Magnet Summary strategy and Herringbone strategy can be implemented in all levels of education from primary to university.

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