CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the data analysis explained in chapter IV, finally, the writer would like to depict the conclusions as follow:

1. For the first hypothesis, there was no significant difference of reading comprehension on hortatory exposition text before being taught by using Arguments on a Card Strategy for experimental class and conventional teaching Strategyfor control class of the second year students at State Senior High School 1 Kampar. It can be seen from the result of data calculation. The mean of experimental class pre-test score was 40.25 and categorized into Less category, while the mean of control class pre-test score was 38.62 and categorized into Fail category. Furthermore, t_o obtained was 0,911 compared with t-table of df=62 in significance of 5% and 1% became **2,00>0,911<2,65.** Thenthe number of significance was **0,875>0,05**.

2. For the second hypothesis, there was significant difference of reading comprehension on hortatory exposition text after being taught by using Arguments on a Card Strategy for experimental class and conventional teaching strategy of control class of the second year students at State Senior

High School 1 Kampar. It can be seen from the result of data calculation. The mean of experimental class post-test score was 65.00 and categorized into Enough category, while the mean of control class pre-test score was 43.75 and categorized into Less category. Furthermore, $t_o$obtained was 5.553 compared with t-table of df=62 in significance of 5% and 1% became **2,00<5.553>2,65.**Thenthe number of significance was **0,000<0,05**.

3. For the third hypothesis, there was significant effect of using arguments on a Card Strategy toward reading comprehension on hortatory exposition text of the second year students at State Senior High School 1 Kampar. It can be seen from the result of data calculation. The mean of experimental class pre-test score was 40.25 and categorized into Less category, while the mean of post-test score was 65.00 and categorized into Enough category. Furthermore, t_o obtained was 8,725 compared with t-table of df=31 in significance of 5% and 1% became **2,03<8,725>2,72.**Thenthe number of significance was **0,000<0,05**.From the result of the percentage of coefficient affect, it can be seen that Arguments on a Card Strategy contributed 54.7% for students' reading comprehension on hortatory exposition text.

B. Suggestion

From the conclusion of the research above, it is known that using Arguments on a Card strategy can give significant effect to students' reading comprehension on

hortatory exposition text. Because of that, Arguments on a Card strategy can be one of the choices for English teacher in order to help students in reading comprehension.

Based on research findings, the writer would like to give some suggestions to teacher and students.

1. **Suggestions for the teacher**

   a. It can be alternative to use Arguments on a Card strategy in teaching and learning especially in reading subject.

   b. The teacher must support their strategies by using interesting media.

   c. The teacher must encourage students' awareness about the importance of learning English.

   d. The teacher must guide students to construct their creative learning.

2. **Suggestions for the students**

   a. The students must pay attention to the lesson explained by the teacher.

   b. The students should do the discussion and share information in order to improve their comprehension in reading the English text.