

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains the research conclusion and suggestions. The conclusions are explained from the analysis of the research findings. Meanwhile, the recommendations are expected to give a contribution to the teacher, students, and other researchers.

5.1 Conclusion

After obtaining the data analysis from the scores of reading comprehension test, it can answer research problem of the study that is stated: "Is there any significant difference on students reading comprehension between those students who are taught by using TELLS strategy and those students who are taught by using Scientific method?".

Based on the result of data analysis, the students obtained scores of reading comprehension tests from the experimental group (taught using TELLS strategy) and the students obtained scores from the control group (taught using Scientific method) are significantly different. Furthermore, the result of the testing hypothesis can answer the problem of the study to test the hypothesis of the study. The researcher used ANCOVA calculation with SPSS 21 Program. Based on the result, the significant probability (sig.2-tailed) is 0.023. The result is $0.023 < 0.05$, it means that H_1 is accepted and H_0 is rejected. Then, can be seen from the average post-test

results for the experimental class (VII-J) or the class given treatment with TELLs strategy is 82.45 and for the control class (VII-K) or the class treated using the learning Scientific method has an average value of 66.97, Thus, it proves that TELLs strategy is effective to teach reading comprehension at MTsN 2 Kediri.

It means that if the students who are taught descriptive text by using TELLs strategy, had students reading comprehension scores would be higher than the students who are taught using Scientific method. It can be proved by the difference between pre-test and post-test. The interpretation above answers the problem of the study that TELLs strategy is effective to teach reading comprehension at MTsN 2 Kediri.

5.2 Suggestions

In line with the conclusion, the researcher would like to propose some suggestions for students, the teachers, and the researchers.

5.2.1 For the teacher

The teacher must pay attention to the student's level, problems in learning English, and student's strategy in learning English so that the teacher can use the best strategy in the teaching-learning activity. Based on the result of the study that showed that TELLs strategy gave effect on students reading comprehension score at MTsn 2 Kediri. The researcher recommends the teacher can use the TELLs strategy for teaching English not only in reading comprehension with descriptive text, but also others material.

5.2.2 For the students

The students focus on their attention during the teaching and learning process so that they can get the point of learning. Furthermore, the students may use the TELLs strategy as means when their learning, especially descriptive text. Learning a language is not an instant process. To be strategic readers, students need to practice continually. By doing so, it enables them to get broader knowledge and a better understanding of reading and succeeds in their English learning.

5.2.3 For other researchers

The researcher expects that this study may give a contribution to other researchers who are interested in conducting and developing related research. Realizing that this research is so far from being perfect that other researchers may add other related theories in the English teaching and learning process. Besides, future studies can be held in which the population is greater and done in other districts. Also, it takes into consideration some other factors that influence students' reading comprehension.