

## **BAB V**

### **CONCLUSION AND SUGGESTION**

In this chapter, researcher explain research conclusions as answers to research problems. In addition, suggestion has been given to English teachers, students, and further researchers.

#### **A. Conclusion**

Based on the findings and discussion of this research in Chapter IV, the researcher concluded that the use of Genre Based Approach (GBA) is effectively used in teaching reading comprehension of grade VIII students in MTsN 1 Kediri. There are significant differences in outcomes between students taught using a genre-based approach and students taught using a scientific approach in students' reading comprehension. This can be seen from the mean pre-test and post-test scores in the experimental class and control class. The mean pre-test score in the experimental class was 59.85 and the mean post-test score was 81.62. The mean score increase in the experimental class or taught using the genre based approach was 21.77. While the mean pre-test score in the control class was 57.21 and the mean post-test score was 68.24. Increased mean score in control class or taught using scientific approach was 11.03. This shows that the increase in the mean score in the experimental class is greater than the mean score in the control class. This is also corroborated by the calculation of the Mann Whitney U test using SPSS 24 software where the value of sig .000 is less than 0.05, which means that there is a significant difference in reading comprehension of students taught using GBA and student taught using scientific approach . Students taught using Genre Based Approach

(GBA) are more engaged and enthusiastic in responding to teacher inquiries, engaging or participating in group or individual assignments, discussions, and doing assignments given by the teacher in a timely manner.

## **B. Suggestion**

Based on the above conclusions, the researcher proposes the following suggestions to English teachers, students, and subsequent researchers interested in the genre based approach (GBA) on students' reading comprehension as follows:

### **1. For the teacher**

It is crucial that teachers produce an engaging learning environment in the classroom, especially when teaching reading comprehension. Therefore, in order for learning to be enjoyable for students, teachers must use the right approach. The more students enjoy learning, the more effective it will be. The genre-based approach gives students more opportunities to talk about ideas, share ideas and develop reading comprehension. More than that, students can learn higher-order thinking skills, and build confidence when conveying ideas to the whole class. The findings of this research demonstrated that students will locate the text's primary concept, general structure, and communicative aim more quickly when employing the genre-based approach. Students can also find specific information based on text and word meaning based on text. Thus, in order to enhance the quality of the teaching and learning process, particularly when teaching junior high school students reading comprehension, researchers advise teachers to implement a genre-based approach.

## **2. For the students**

To ensure they are prepared to participate in the learning process, students should read and review the content before the lesson. Students need to participate actively in their education. When students are learning, they should not be afraid to share their thoughts with the teacher or ask questions when they are stuck. Additionally, students must make an effort to collaborate in groups and exchange ideas and knowledge.

## **3. For the further researchers**

The researcher aims to provide valuable insights for individuals interested in undertaking similar investigations concerning the application of the genre-based approach. Studies reveal that junior high school students' reading comprehension skills improve when they employ a genre-based approach as one of their reading comprehension approaches. The researcher hopes that other researchers will conduct additional investigations into the use of the Genre-Based Approach strategy in the context of reading instruction. Researchers realize that this research has not been done perfectly, so the next researcher is expected to be able to perfect and explore it.