CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter the researcher presents the conclusions of the discussion results to answer problem questions. Apart from that, researchers also provide suggestions to English teachers, students and future researchers.

A. Conclusion

This research aims to determine whether there is a significant difference between students who are taught using the lecture method and through a random text strategy which can improve students' reading comprehension in narrative texts. The use of random text strategies influences the increase in students' motivation and reading comprehension also based on the level of vocabulary mastery.

Based on ANCOVA analysis, the results show a significant difference between students who were taught by using the random text strategies and those who taught by using the lecture method which were carried out to class X students at SMAN 1 Purwoasri.

From the research results, there is a difference in average scores between the experimental class and the control class. Students who were taught using a random text strategy had a higher average score compared to students who were taught using the lecture method. This fact can be seen based on the average results of the pretest scores in the experimental class 54,85 and in the control class 52,21, the posttest scores in the experimental class 75,00 and in the control class 72,94. Furthermore, based on the ANCOVA test, it shows that the significance is 0,00 less than 0.05 (0,00<0.05). Because the value is smaller than 0.05, these results can be used as evidence to reject the null hypothesis (Ho) and to accept the alternative hypothesis (Hα). So it is proven that students who are taught using the random text strategy method have better understanding of reading narrative texts compared to students who are taught using the lecture method in class X students at SMAN 1 Purwoasri.

B. Suggestion

Based on research findings, researchers provide several suggestions. Hopefully these suggestions can be useful for teachers, students and future researchers.

1. Teacher

   From the researcher's point of view, for a teacher it is very important to find the right strategy or method in learning according to the students' conditions and situations by creating a learning atmosphere in the reading class that is not boring so that students are motivated to learn. One way is to apply random text strategies to improve reading comprehension of narrative text because through this method students can understand narrative text better than through the lecture method.

2. Student

   For students, the random text strategy is very important to motivate students to learn and know the importance of learning English because the random text strategy presents random text and students are required to find each main idea of each paragraph by gaining literal understanding. Appropriate learning methods can help students improve learning achievement and create a more active teaching and learning process. For this reason, students can use random text strategies so that students better understand the content of a text.

3. Future Researcher

   This research can be used as a reference for similar research. Future researchers should focus more on students' learning motivation to display students' active role in learning English, such as waving their hands when answering questions, students asking about learning difficulties and paying close attention to the material presented by the teacher. Through motivation, it can stimulate students' interest in learning which will have a positive impact on their learning outcomes. Future researchers can also apply English learning methods that can master all skills such as reading, writing, speaking and listening which can influence students' intelligence and learning success.