

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter the writer presents conclusion and suggestion in this research. Each of the items is discussed as follows.

A. Conclusion

Based on the findings and discussions on the result, it can be concluded that 3-2-1 Reflection Technique effective to use in teaching reading comprehension of recount text for second grade at SMPN 6 Kediri in the academic year 2020/2021. It can be seen from Table 4.16 that the students' gain score in experiment class was 4.53 and the students' gain score in control class was 2.13. It means that the post-test in experiment class was better than the post-test score in control class. Meanwhile, based on table 4.17 it showed that sig. (2 tailed) was 0.002 smaller than sig level 0.050 or $0.002 < 0.050$. Therefore, the null hypothesis (H_0) saying that there is no significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text was rejected and alternative hypothesis (H_a) saying that there is significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text was accepted. Further, the result of this research was supported with ANCOVA analysis through SPSS 16.0 for windows. Based on table 4.18, it showed that class's significant value was 0.000 smaller than sig level 0.050 ($0.000 < 0.050$). It means there is significant difference between students that taught by using 3-2-1 Reflection Technique and students that taught by using Questioning Answering Technique. Furthermore, Based on table 4.19, it showed that class's significant value was 0.000 smaller than sig level 0.050 ($0.000 < 0.050$). It means 3-2-1 Reflection Technique is effective to use in teaching reading comprehension of recount text. Those results make the conclusion was stronger to say that the null hypothesis (H_0) saying that there is no significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text was rejected and alternative hypothesis (H_a) saying that there is significant effect of 3-2-1 Reflection Technique in teaching reading comprehension of recount text was accepted.

B. Suggestion

1. Teachers of English

English teachers are suggested to apply the 3-2-1 Reflection Technique as an alternative technique to teach reading, especially recount text at Junior High School.

2. The next researcher

The next researcher who conducts other research under the same field, the result of this research can be used as additional reference with different discussion.