

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter describes two chapters, conclusion and suggestion. The conclusion describes about the result of research finding while the suggestion will be used as consideration for teachers, students and also other researcher who wants to use Generating Interaction between Schemata and Text Strategy.

A. Conclusions

Based on the research that was carried out in MAN 1 Tulungagung, the researcher might draw the conclusions as follows:

1. The students' achievement on reading comprehension before being taught by using GIST (Generating Interaction between Schemata and Text) strategy is average. There are nine students who get poor score and nine students other get average score. It is proved by the mean of pre – test is 16,67. It is categorized as average category.
2. The students' achievement on reading comprehension after being taught by using GIST (Generating Interaction between Schemata and Text) strategy is excellent. There are four students who get good score while there are seventeen students who get score very good score. It is proved by the mean of post – test is 21,43. It is categorized as very good category.
3. Based on the statistical analysis by using Paired Sample T-test used SPSS 18.0, the significant value is 0.000 and the significant level is 0.05. It means that the significant value is smaller than significant level ($0.000 < 0.05$). So, it can be said that null hypothesis (H_0) is rejected and

alternative hypothesis (H_a) is accepted. It means that there is significant different on students' reading comprehension in hortatory exposition text before and after being taught by using Generating Interaction between Schemata and Text strategy. So, it can be concluded that Generating Interaction between Schemata and Text strategy is effective to improve students' reading comprehension on hortatory exposition text at the eleventh grade of MAN 1 Tulungagung. (see Appendix 7)

B. Suggestions

Based on the result of research finding in the previous study shows that there is significant different score on students' reading comprehension before and after being taught by using Generating Interaction between Schemata and Text strategy. Therefore, the researcher has some suggestions for teachers, students and researcher which are presented as follows:

1. For Teachers

Based on the result of the research, the treatments by GIST strategy got a better result than the students which taught without GIST strategy. GIST strategy can be used to develop and motivate the students' reading comprehension. GIST strategy help students to understand the text easily. It can motivate students in reading comprehension. The researcher suggested to use the GIST strategy for teaching reading in order to help students understand the text easily. Also, help students activate their prior knowledge.

2. For Students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity. Here, the researcher only helps their learning in reading by using the strategy. The researcher brings this strategy because it helps the students' problem in reading. Students can apply this strategy in their reading activity and also kind of reading not only on hortatory exposition text. They can understand the meaning of context through main idea.

3. For Researchers

Since the Generating Interaction between Schemata and Text is effective way to improve students' achievement in reading comprehension, it is worthwhile for others researcher conduct this research on other language skill or kind of a text. Beside it, the next researcher could use Generating Interaction between Schemata and Text strategy with different methods or design.