

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestions based on research finding and the discussion presented in the previous chapter.

A. Conclusion

Based on the result of using 3-2-1 strategy in reading recount text on eight grade students of SMP Negeri 2 Kademangan, it is concluded that There is a significant difference between students' comprehension before and after being taught by using 3-2-1 strategy.

Based on the researcher findings in chapter VI, that 3-2-1 strategy is moderately effective on the students' reading comprehension of recount text. It is shown by paired sample t-test result $p\text{-value (2-tailed)}=0.000$ in the post-test and gained scores. As the research referred to the significance level of $\text{sig}= 050$ (5%). Therefore, the obtained $p\text{-value}$ which is less than $\text{sig } \alpha= 0.50$ indicated a statistical significance or effectiveness. In other words, when $p\text{-value} < \text{sig } \alpha=0.50$, the null hypothesis of the research is rejected and an alternative hypothesis is accepted.

Additionally, the data result is also supported by the students' opinion of the strategy through interview. Overall,

students find the strategy to be interesting, help them become active learners, guide them in the reading process and in engaging with the text, and are a preferable reading strategy. Although some students encountered difficulties in filling the 3-2-1 chart that demands their writing skill, they also admitted that the strategy had somehow boost them read and understand the instructed text

In conclusion, the research has proven that 3-2-1 strategy on students' reading comprehension of recount text with at eighth grade of SMP Negeri Kademangan 2 in academic 2018/2019.

B. Suggestion

This research has proven the effectiveness of 3-2-1 strategy on students' reading comprehension of recount text with some strengths and weakness revealed. Therefore, the researcher would like to give some suggestions to the teachers, students or other researchers who wish implement a complete or some part of this research or perform further related research. Some suggestions that may be important to be considered are:

1. English Teacher

The teachers are suggested to use 3-2-1 strategy as an alternative strategy to increase students reading comprehension. To teachers who wished to use 3-2-1 strategy in their English classrooms or reading activities, it is important to introduce the use of strategy clearly.

Teachers' must also give guidance to the students especially in filling the 3-2-1 chart because starters might think that the writing part difficult. If students find the instructed learning strategy convenience and easy, it will help teachers too to successfully implement it in the classroom. Besides, integrating with different learning strategies may be helpful to prevent students get the bored or teachers can modify the same strategy according to be learning objective.

2. For Students

Students can use 3-2-1 strategy as individual guidance to practice and improve their reading comprehension. For struggling readers, this strategy is also helpful by filling in the chart with parts of the text that have been understood and other parts that need more comprehension, with a continual practice using this interactive strategy. It is hoped that students' reading comprehension will eventually improve.

3. For other researcher

Another researcher may implement the result of this research with different population or in an different place by considering the drawbacks in this research. Furthermore, it is suggested that in the next research 3-2-1 strategy may

be implemented in the classroom to help improve students writing skill instead of reading skill. At last, it is important that the implementation of this strategy is started with a clear introduction of using the strategy in order to help students in the period of the learning process.