

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points, conclusion and suggestion based on research findings and discussion presented in previous chapter.

A. Conclusions

Based on formulation of the research problem in chapter I, the result of the research indicates that the students' ability in reading narrative text when they were taught by using 3-2-1 strategy was getting improved significantly. It was proven with the differences between students' score in pre-test and post-test or before and after being taught using 3-2-1 Strategy. From the data in part of discussion, the mean of score pre-test was 59.38 (see table 4.9) before taught using by 3-2-1 Strategy and the score mean of post-test was 80.62 (see Table 4.12) after taught using 3-2-1 Strategy which was categorized into good level.

Besides, in this school the students' score reading comprehension after taught by using conventional teaching (without 3-2-1 Strategy) was considered into enough score (see table 4.1). This can be seen from the mean score of the pre-test of the control class, the mean score of pre-test was 57.34 (see table 4.3) which was the score into less categories or enough level in reading comprehension, and the mean score of the post-test in control class was 64.69 (see table 4.6) which was the score of the reading comprehension into enough level.

Thus, based on the data analysis above, it can be concluded there is any significant different score in students' reading achievement of pre-test and post-test before and after being taught 3-2-1 Strategy. Moreover, in this research the researcher found that this strategy can be chosen as the alternative of teaching strategy to improve the students' reading comprehension not only in level of Senior High School but also for the level of Junior High School, if it is implemented by using 3-2-1 strategy the procedures as follows:

- a. Teacher creates 3-2-1 Strategy chart to guide the students. The teacher explains to the students the concept of 3-2-1 Strategy together with what benefits for students are.
- b. After making the chart, the teacher gives the students the topic and asks the students what they know about it.
- c. Teacher asks the students to discover three (3) items in the text that he or she read.
- d. Teacher asks the students to write down things two (2) of the three interesting items that they have identified.
- e. Teacher asks the students to write one question (1) about the text.

B. Suggestion

The finding of this research points out the significance effect between the students score before and after being taught by using 3-2-1 Strategy for students' achievement on reading comprehension. However, there is a weakness of this

study that the researcher has no chance to select students randomly to be respondent of the research samples. It make this study is lack of a perfection. The researcher gives suggestion to conduct a true experimental research for the future researcher who wants to conduct the similar study in order to be able to minimize the effects of other variables irrelevant so that the result can more confidently claim that the result of study is indeed due to the 3-2-1 strategy.

Besides, the researcher conducted the treatment only twice because the researcher have no authority to do more thus it is suggested to the other researcher to conduct the treatment more than twice and belongs to other researcher her/himself in order the result of the study is really effected by using 3-2-1 strategy. In addition, the researcher also suggests to conduct the same study in different level such as elementary school and university in order to be able to know whether 3-2-1 strategy is really effective for all levels or not.