

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. These conclusions are based on the result of the research findings and discussions as explained in the previous chapters. The suggestions are extended to the teachers who teach reading comprehension and to other prospective researchers who are interested in conducting research related to reading comprehension.

A. Conclusions

Based on the result of research findings in which conducted in two cycles, there are some conclusions can be drawn as the answers of the research questions of this study. Firstly, the implementation of *The Power of Two* Strategy could solve the students' problem in reading comprehension at first grade of SMK PGRI 1 Tulungagung. It is proved by the improvement of the students' reading comprehension after they were taught using this strategy in two cycles. The effectiveness of *The Power of Two* Strategy in reading comprehension also is indicated by the students score that progress in test each cycle. They are 27,5 % in cycle 1 and 82,5 % in cycle 2 the student that pass the criteria of success. While from post test the students score that pass the criteria of success was 90%. In addition, the students' active participation in classroom also improved.

In first cycle gained percentage 73 % the students active and from cycle 2 the percentage of active student was 82 %.

Secondly, the implementation of *The Power of Two* Strategy to reading comprehension requires the teacher to follow important procedures. Before beginning the learning, the teacher explains the instructional objectives in order to the students understand what they will get from instruction, besides the teacher explained *The Power of Two* Strategy to reading comprehension. After students understand the instructional, teacher gives reading test to students. Students should do the task individually without ask assistance from other students. After the student finish the task, teacher ask to student to make a pair. The pair should discuss about their answer. If their answer different, they should discuss to decide the best answer. In the discussion also, they should solve the problems' that perhaps appear. They write the conclusion or the result of discussion and submit it to teacher. The important thing, teacher should monitoring the students activities in pair to assist students in order to active in the discussion. Finally the teacher and student evaluate the students' answer and reflect the teaching learning process by using *The Power of Two* Strategy to reading comprehension.

B. Suggestions

Based on the research findings of this study conducted in two cycles, the following are suggestions given. The first suggestions is

addressed to the teachers who teach reading comprehension to actively apply the *The Power of Two* Strategy for teaching reading comprehension by assigning the students in groups or pairs. The students should move from traditional method to this strategy that student as center in teaching learning process. It has purpose to stimulate passive students in other to actively in discussion or teaching learning process.

The last suggestion is extended to other prospective researchers. To the other prospective researchers that would do research especially those who are interested in conducting the research dealing with the reading comprehension. It study can be alternative reference to next research and can help to improve the students ability in reading comprehension in other to more develop. So, to prospective researchers the result of their research findings can be used by other teachers as another alternative teaching strategy especially for teaching reading comprehension.