

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes two major parts: the conclusions of the study and several suggestions related to the results of the study. The explanation of those parts is presented below.

A. Conclusions

Based on the research that was carried out in SMPN 5 Tulungagung in academic year of 2015/ 2016, the researcher might draw conclusion. As follows:

The students' score of reading descriptive text comprehension before being taught using GIST strategy lay in the average qualification. It caused the mean score lay in 57.45. according to table of criteria students' score is lower than the mean score lay in average qualification but the score is lower that the mean score of students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy. Meanwhile, The students' score of reading descriptive text comprehension after taught using GIST strategy lay in the good qualification too which according to table of students' score. The mean score is 71.52. But the mean score here is higher than the mean score before being taught by using Generating Interaction between Schemata and Text (GIST) strategy. And then, There is significant different score before and after being taught by using Generating Interaction between Schemata and

Text (GIST) strategy on students' reading descriptive text comprehension ability at seventh grade students of SMPN 5 Tulungagung. The study is intended to test hypothesis. The significance level of research is 0.05. At the significance level 0.05, the score of $t_{table} (t_0)$ is 1.694. By comparing the "t" that the researcher has got calculation $t_{count} = (9.933)$ and the value of "t" on the $t_{table} (t_0) = 0.05 (1.694)$. It is known that t_{count} is bigger than $t_{table} = (9.933 > 1.694)$.

Based on the explanation above, it can be seen the significant of two tails was 0.00 and the level of significant

B. Suggestion

The finding of the the research shows that there is significant difference score of students reading comprehension ability before and after taught using GIST strategy. So, the researcher proposes some important suggestions that need to be taken into account.

1. For students

- a. GIST strategy can help students to understanding the meaning of content through the main idea. This strategy is very easy to be implemented for student.
- b. The students can use GIST strategy not only to submit assignment in descriptive text, but also they can easily use strategy in other kind of reading.

2. For teachers

GIST strategy can be applied in English teaching and learning process as one of the innovations to increase and develop students reading ability. GIST strategy makes students easier in creating and getting the idea in reading descriptive text.

3. For other researchers

In regard to the finding of the research, this thesis is only concerned with GIST strategy. GIST is a strategy which can support the students in the teaching-learning processes, especially in teaching-learning reading. It can be an effective way to improve the students' reading score. Thus, it is worthwhile to be further explored by other researchers