

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two topics there are: the conclusion of the research and several suggestions related to the results of the research.

A. Conclusions

Based on the research of the effectiveness of REAP strategy in increasing students' reading comprehension ability on narrative text that was carried out at the eighth grade students of MTs Sunan Ampel Ringinrejo Kediri, the researcher might draw conclusions are that: there is significant different score of students' reading comprehension ability before and after taught using Read, Encode, Anotate, and Ponder (REAP) strategy. It is proven by the mean of post test is 85.28 is higher than the mean of pre test that is 75.28.

Based on statistical calculation using SPSS 18.0 for windows, the researcher knew that the significant value of the research is 0.005 and the significant level is 0.05. in this research the alternative hypothesis (H_a) can be accepted when the significant level (0.05) bigger than significant value (0.005) and the null hypothesis (H_0) is rejected. It can be concluded that the use of Read, Encode, Annotate, and Ponder (REAP) strategy is effective in reading comprehension ability of the eighth grade students at MTs Sunan Ampel Ringinrejo Kediri.

B. Suggestion

Based on the result of the research above, the researcher would like to suggest as follow:

1. For The Teachers

- a. Read, Encode, Annotate, and Ponder (REAP) strategy can be applied in English teaching and learning process as one of the innovations strategy to increase and develop students reading ability.
- b. The teachers should be creative in teaching reading. The teachers should be more creative to make strategy or technique in teaching reading to avoid students feel bored in reading class. One of strategy that the researcher suggest is Read, Encode, Annotate, and Ponder (REAP). Because it can make students active, enthusiastic, make connection to each other and assisting long term memory for the students.
- c. The teachers should make the students ready before the reading class begin such as giving question to build their knowledge that related the materials.

2. For the students

- a. Read, Encode, Annotate, and Ponder (REAP) strategy can help the students to be confident, enhancing information processig and improving students memory of text.

- b. The students can use Read, Encode, Annotate, and Ponder (REAP) strategy not only to submit assignment in narrative text, but also they can easily use this strategy in other kind of reading.

3. For The Other researchers

The researcher is not perfect yet, it is suggested for the future researchers to conduct further research on the similar area by improving the methodology or use it as reference to conduct a further research related to Read, Encode, Annotate, and Ponder (REAP) strategy in different area of teaching. This study is very important because it will give some knowledge to the researcher and to know the benefits of using Read, Encode, Annotate, and Ponder (REAP) strategy in teaching English especially in teaching reading comprehension ability.