

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions of the research that has been done. The researcher presents it starting from the conclusions of the research problem to the results of obtaining the data. The researcher also provides suggestions based on this research.

A. Conclusion

The problems encountered by high school students, particularly those in the tenth grade, were formulated in this study based on pre-observation conducted by a researcher at SMAN 1 Sungai Tebelian. There are several factors that become obstacles for students trying to understand a text. Based on pre-observation, most students have difficulty finding the meaning of a text because they have difficulty finding new vocabulary, cannot determine the main ideas and supporting ideas, and cannot find other information in the text. Therefore, the researcher decided to conduct the Classroom Action Research to improve reading comprehension skill through the REAP technique.

Based on the results of classroom action research conducted in two cycles where the researcher used the REAP technique in teaching reading comprehension at the tenth grade IPA 1 of SMAN 1, Sungai Tebelian, it showed that the technique used was very good and effective. This can be seen in the increase of results from cycle I to cycle II, where the results of the observation sheet were 77% in the first cycle and 86% in the second cycle. While the results of students working on the second cycle of tests can be seen from the average

value, the first cycle reached 59.2 and increased significantly to 81.5 in the second cycle. On the basis of these results, it can be said that the learning process using the REAP technique is successful. Not only that, the results of field notes and interviews in cycles I and II also showed that students' reading comprehension increased and learning activities became more interesting.

Based on the results of the research presented by the researcher on the use of the REAP technique in teaching reading comprehension, it had been successful and effective for teaching and learning activities in the classroom.

B. Suggestion

In this section, the researcher conveys several additions as suggestions from the classroom action research that has been carried out. Based on finding in this research, the REAP technique was useful in learning English, especially in reading comprehension. The REAP technique had been a complex ways in applying. There are four stage such as Read, Encode, Annotate, and Ponder which is have a different activity in comprehend a text. This technique will be fun to use in the classroom if the students learn in groups. It means that the students will be more active and parcitipate because they share and show the opinion, discuss a text together and make them think critically.

The researcher concluded that based on the results of the research, this suggestion is intended for teachers who teach English subjects, and other researchers. For teachers who teach English and want to improve students' reading comprehension skill at the high school level, the researcher suggests using the REAP technique as a teaching media because it is effective, attracts

students' attention, is fun, and most importantly, helps students understand and find information in a reading text.

In addition, for other researchers, it can be a reference for conducting research with a different focus and style of discussion. The REAP technique can be one of the teaching media that can be used to improve students' reading comprehension by using various reading texts.