

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like present the conclusion of research findings in relation to same discussion in previous chapter. Besides, this chapter also provides suggestions for the teachers, students, and the next researchers which are expected bring some benefits.

5.1 Conclusion

Based on the purpose of this study which wants to know the effect of GIST (Generating Interaction between Schemata and Text) strategy toward students' reading comprehension, then the researcher concluded that:

1. GIST strategy has significant effect on the Junior High School students' reading comprehension in narrative text.
2. Using GIST strategy is more effective than conventional method to teach reading comprehension to the eighth grade of MTS NU Trate Gresik.

The implementation of GIST (Generating Interaction between Schemata and Text) strategy gave effect toward students' reading narrative comprehension ability. It could help the students in comprehending the content of the text. This strategy also helped students to learn about synthesize information, a higher-level thinking ability which includes analyze information and identify key idea. GIST strategy improved students' ability in summarizing that can make them understand the text. This strategy also helped students' in understanding about importance information of the text and helped students in improving their critical idea because in this strategy students were obliged to be more active for using their thought.

GIST gave the chances to the students to work in a group, stimulate students' creativity, background knowledge and schema, and gave the opportunity to distribute the ideas. Therefore GIST strategy helped students to develop their reading comprehension. From students' score, the researcher concluded that GIST (Generating Interaction between Schemata and Text) strategy significantly influence students' reading narrative comprehension ability especially for 8th grade students of MTS NU Trate Gresik. It can be seen from pre-test score and post-test score of experimental group was 45.87 and 76.62. While, control group got 49.75 as their pre-test score and 67.75 as their post-test score. In addition the average score of experimental group is higher than control group, by SPSS result interpretations, it means learning with implementation of GIST Strategy is effective to improve student' reading comprehension in narrative text.

5.2 Suggestion

Based on this research, the researcher would like to give some suggestions:

1. For the English teacher,

Especially for English teacher at MTS NU Trate Gresik and others English teacher for implementing GIST (Generating Interaction between Schemata and Text) strategy as an alternative strategy in teaching reading and another variant strategy or technique in order students can be motivated in learning reading. It is to avoid repetitive activities in English teaching learning process and to improve the students' Reading Comprehension ability. This strategy is also benefit that can improve students' Reading comprehension in Narrative text.

2. For the students,

The students are expected to concentrate, motivate, and confident in learning reading. They should exercise regularly to improve their English reading skill. They should practice their reading by using GIST (Generating Interaction between Schemata and Text) strategy in the classroom and also out of the class to improve their English reading ability. The researcher hopes that GIST (Generating Interaction between Schemata and Text) as the teaching strategy can be an alternative strategy to improve students' reading comprehension ability.

3. For the other researcher,

It is necessary for another researcher to conduct a further research in order to deepen the treatment. The researcher hopes this study can hold up the previous study on errors that may be used as consideration for teaching and learning process in the future. The other researcher who are interested in educational research especially on GIST strategy in teaching reading comprehension, they should be used a difference discourses or variety kind of text. It is also suggested to the further researcher can do the research with longer time, different kind of text, other any level, and other of English skill.