

## CHAPTER V

### CONCLUSION AND SUGGESTION

The last chapter of this research is conclusion and suggestion. In this chapter, the writer presents the conclusion of research findings in relation with some discussion in previous chapter. Besides, this chapter also provides some suggestions for the teacher, the students and next researchers which are expected bring some benefit.

#### 5.1 Conclusion

Based on the purpose of this study which wants to know the effect of information gap activities on students' reading comprehension, then the researcher concluded that:

1. Using information gap activities is much better than conventional method for teaching reading comprehension to the eighth grade of MTSN Lamongan.
2. Using information gap activities is more effective than conventional method to teach reading comprehension to the eighth grade of MTSN Lamongan.

It is proven by the score from both two tests which the average experimental group post-test score higher than control post-test score, also from the result of hypothesis testing showed that sig.(2-tailed) of both group was 0.00. It showed that the significance was less than  $\alpha$  (0.05) or ( $0.00 < 0.05$ ). It means information gap activities give significant effect on reading comprehension aspect which is vocabulary and background knowledge. So, the null hypothesis can be rejected and it can be concluded that there was significant influence in using information gap activities at eighth grade of MTSN Lamongan.

## **5.2 Suggestion**

From the conclusion above, the researcher provides some suggestions to improve students reading skill by using information gap activities on the eighth grade at MTSN Lamongan. Whereas, the success in teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and use various techniques to manage the class more lively and enjoyable. The suggestions are given for English teacher, students and the next researchers.

### **5.2.1 English Teacher**

The findings of the research can support English teacher in using information gap activities as an alternative strategy in teaching English reading skill for junior high school. Besides, English teacher is should choose the materials that are appropriate and not too difficult for the students before assigning the information activity to the students, the teacher should make sure that the students have fully understood and have the information they need. Then, the teacher should keep control the student activities. So, the teacher should present the language in an enjoyable, relaxed and understandable way.

### **5.2.2 Students**

It is suggested that the students should be engaged in the whole activities in order to improve their reading skill. The students are hoped not to be shy in acting out their role. Furthermore, the students are hoped to be active and creative in enriching their vocabularies and to make them easier to understand the text. Then, the students are hoped to use English when they practice information gap activities although it is hard for them.

### **5.2.3 Other Researcher**

It is necessary for another researcher to conduct a further research in order to deepen the treatment. Besides, the next researchers should do the research intensively so the result can be valid and accountable. A similar research to different population characteristic is also possible. It may also be useful to have research with students' condition like students' habit, interest or other personal factor.