

## **CHAPTER V CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter is divided into three sections. They are conclusions, implications and suggestions. The explanation of each point is presented below.

### **A. Conclusions**

In reference to the objective of the research about the conclusions are that the research employs two cycles in implementing recognizing text organizations in carrying out the problems in SMPN 3 Polokarto in which the grade VIII students had low reading comprehension. In reference to the result of research, the implementing recognizing text organizations are believed as a strategy to improve students' reading comprehension. Recognizing text organizations facilitated the students to recognize the ideas in each paragraph explained in supporting details, identify the chronological events by connecting them and find the information in the English texts.

In this research, the improvements of the students' reading comprehension after implementation of the recognizing text organizations were indicated in two kinds of data. The first data is qualitative data; while another data is quantitative data. In terms of qualitative data, the researcher obtained some results as follows.

1. The students were able to comprehend English texts especially descriptive and recount texts after they made the patterns.

2. The students enjoyed the teaching and learning of reading by using recognizing text organizations.
3. The students were more involved to comprehend English texts because they made the patterns before they answered questions.
4. The students were able to catch information from the texts and had fewer mistakes.

In terms of quantitative data, the improvement of students' reading comprehension is supported by students' reading scores as performed in the test given. The scores are from Pre-test, Achievement test 1, Achievement test 2 and Post-test. The students' scores from Pre-test and Post-test were 4.57 and 6.61 and the students' scores from Achievement tests 1 and 2 were 8.03 and 9.13.

### **B. Implications**

In reference to the conclusions, the first implication is that the English teacher is encouraged to use recognizing text organizations when she is involved in the teaching of reading for the students of junior high schools. Added to this, such a finding also implies that the use of recognizing text organizations facilitate the students to improve their reading comprehension. This suggests that the students of junior high schools are encouraged to apply recognizing text organizations in comprehending English texts.

### **C. Suggestions**

Based on the conclusions and implications, some suggestions are directed toward the English teacher, the students of English education department and other researchers. The suggestions are presented as follows.

#### **1. To the English Teachers**

In the teaching and learning process of reading, the English teachers should have a particular strategy to teach reading. They should be aware that different texts have different strategies to understand. They also concern the class condition such as by making groups when the students get bored. Therefore, they can implement recognizing text organizations as one of the strategies in the teaching reading not only the description and the sequence patterns but also the other patterns in the patterns organization.

#### **2. To the Students of the English Education Department**

The result of this research is important for the students of the English Education Department as an input that the use of recognizing text organizations is helpful and useful to improve reading comprehension. Furthermore, it gives information for them that English texts have patterns which should be known to have a better comprehension. Thus, it inspires them to use the recognizing text organizations in their reading's activity to improve their reading comprehension.

#### **3. To Other Researchers**

This research can be used as a reference in doing action research. The actions in this study are limited on descriptive and recount texts. Thus, the researcher expects that other researchers conduct similar research which is out of

this research focus. Then, he also suggests other researchers who are interested to conduct research dealing with the use of recognizing text organizations to explore more activities to the member of research to make the students more familiar in applying this strategy.

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