CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study conducted by researcher about the effect of Listen-Read-Discuss to improve students' reading comprehension skill at the eleventh grade.

1.1 Conclusion

Based on finding and discuss, the conclusion of this research can be drawn as:

1. Listen-Read-Discuss is one of the good strategies to teach reading comprehension. The application of LRD Strategy gives a good affect toward the students' achievement in reading comprehension. They are more enjoyable in learning reading and comprehend the text easily when the teacher implementation about Listen-Read-Discuss method to the student. Meanwhile, the using of LRD strategy gives the students the possibility to systematically and effectively in various teaching material especially in reading comprehension as teacher knows, LRD strategy applied by the teacher can make students aware that by discussion activity, then they can express their opinions constructively. It means that students build their skill in reading comprehension together, improve arguments and this activity will stimulate student creativity in forming ideas together. So, the students can improve their knowledge and their skill in reading comprehension. Moreover LRD strategy which is applied by the teacher is appropriate to build students creativity and it can make them have enthusiasm to join in learning activity. Besides that, this strategy strongly supports the achievement of learning objectives and it can develop students reading comprehension skill.

2. Then the effect of Listen-Read-Discuss (LRD) is significant the mean score of Pre-test in experimental class was 58.33, and the mean score of Pre-test in control group was 60.00. The result pre-test independent t-test of significance value (sig 2-tailed) is higher than 0.05 or 0.561 > 0.05. The mean score of post-test in experimental class was 76.67 and the mean score of post-test in control group was 63.33. The result post-test independent t-test of significance value (sig 2-tailed) is lower than 0.05 or 0.001 < 0.05.

Based on the statistic data analysis, Independent sample t-test was conducted to compare the students' post-test reading score between experimental group using Listen-Read-Discuss and control group without using Listen-Read-Discuss. Data analysis indicated that alternative hypothesis (Ha) was accepted. It meant there was significant different in students' reading score between experimental group and control group. Mean post-test score of Experimental group was 76.67 and mean post-test score of Control group was 63.33. The magnitude of the differences in the means (mean difference = 13.00). The value post-test independent t-test of significance value (sig 2-tailed) is lower than 0.05 or $0.001 < 0.05$. From effect size statistical by eta squared, the value of eta squared is (0.59). The obtained value of eta squared shows very large effect size. It means that the use of Listen-Read-Discuss had good effect to improvement the student in reading comprehension. Listen-Read-Discuss is effective to be applied in teaching reading comprehension. It can be concluded that there was a highly significant effect of using Listen-Read-Discuss to improve students' reading comprehension at the eleven grade students of SMA I Nurul Ulum Gayam.

1.2 Suggestion

Based on the conclusion, the researcher formulated wants to gave suggestion to teachers, students and the next researcher. First, English teacher should try to put the Listen-Read-Discuss in reading class. It can help the students enjoy, because the writer suggests that the Listen-Read-Discuss in teaching reading, can make the classroom more attractive. Second, the students' who need improvement in their reading comprehension may try to practice with read and discuss. The writer thinks that the using of Listen-Read-Discuss in teaching and learning reading can give the students a lot of opportunities to be interactive with other. The third for the next researcher, the researcher gave suggestion to the next researcher to did deep research on the using of Listen-Read-Discuss in teaching English related to the other language skill of English such as listening. Although this thesis still has a lot of weakness, the researcher really hopes that this thesis can give valuable contribution to the teachers of English as well as other.

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