

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Students in experimental group had better comprehension in reading than those in control group. In the experimental group, all students had participated in learning process although they worked in group. They shared and exchanged their ideas about the text by assigning the symbols. Then, they connected their ideas with the new information they got from the text. The students became enthusiastic to compare their thoughts each other so that many questions had been raised. Levels of reading comprehension used in the reading test were literal, interpretative and critical reading. The percentages of each level were 35%, 45% and 20%.

Having analyzed the data, the researcher found that the using of INSERT strategy significantly affects the students' achievement in reading analytical exposition text, since the $t\text{-test} > t\text{-table}$ ($4,10 > 2,002$; $df = 58$, $\mu = 0,05$). The findings shows that the null hypothesis is rejected, so the students' achievement in reading analytical exposition text taught by using INSERT strategy is higher than the taught using QAR strategy.

B. Suggestions

Based on the conclusion drawn above, it is suggested to:

1. English teachers use INSERT Strategy in teaching reading in order to increase their students' achievement in reading analytical exposition text.
2. Readers who want to develop all information and knowledge and for those who have interest in doing research relate to INSERT are able to make research in

3. Students use this strategy in reading text. The strategies in INSERT are able to improve the readers' their ability in comprehending the text easily and sharing ideas or opinion related to the text.



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