

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the findings, it is concluded as follows:

1. Students' reading comprehension achievement taught by using information transfer technique is higher than students' reading comprehension achievement taught by using connection questions technique. This is because information transfer technique uses visuals which can
2. Information transfer and connection questions techniques have significant effect on students' reading comprehension achievement.
3. Information transfer technique is the most effective technique in improving the students' reading comprehension achievement among the connection questions and conventional techniques.

#### 5.2 Implication

Based on the discussion and the conclusion, information transfer and connection questions techniques have significant effect on students' reading comprehension achievement. It is proved that both techniques could not only improve the students' reading comprehension achievement but also arouse the students' interest on reading comprehension instruction. During the treatment, students looked enthusiastic. The classroom atmosphere was more conducive. Although during the instructional process there were some students looked unserious

but researcher thought that it was still normal as long as the classroom atmosphere was under control. In researcher's opinion, the conducive classroom atmosphere was not the silent class whereas the students sat properly while listening to the teacher's explanation, students looked at the teacher seriously, but how well a teacher managed interactive instruction among teacher and students and among students and students. Successful teacher in instructional process creates good relation or communication in the instructional process in which all students involve and learn actively.

A little bit different from experimental groups, reading comprehension instruction in control group was not interesting because most students were not involved in the instructional process and did not learn seriously. Only some students learned seriously and paid much attention to the lesson. The giving information was centered on teacher. The interaction was one way interaction in which teacher was the main information resource. The students looked bored with the classroom atmosphere. In this research, it was proved that the students' reading comprehension achievement of control group was low. The conventional teaching technique applied in control group did not show significant change. In order to prove it, it maybe also needed another instrument such as questionnaire to find out the difference of the students' perception to reading comprehension instruction applying information transfer and connection questions techniques and conventional reading comprehension instruction. By having two research instruments, the significance of teaching techniques applied in this research will be greater and stronger.

Connection questions technique is something ordinary in reading comprehension instruction. Theoretically, there is nothing new about connection questions technique because asking questions to students in order to get information is something usual, but if this technique is applied by an experienced teacher who masters instructional material and has good capability in asking questions to the students, answering questions, giving stimulus on something which will be dug from the questions, as well as has good questioning strategy that makes the classroom atmosphere alive (questions which are close to students' world, newest or hot), the instruction will be effective. Something important that should be considered by a teacher when s/he applies this technique is s/he must know when s/he acts as a teacher, when s/he acts as an informer, an actor who is able to entertain the students so that they do not get bored during the instructional process, as an adult who guides and educates the students who are still young, and when s/he acts as the students' best friend. When a teacher acts as an informer for the students, s/he must look smart, intelligent, and wise. When s/he acts as an actor, s/he must look attractive because s/he is a model for the students. When s/he acts as an adult, s/he must own adulthood, patience, understanding on the students' growth because s/he faces young people. When s/he acts as the students' best friend, s/he is a friend for sharing about any problem the students have. As a conclusion, the researcher believes that connection question technique applied by a professional teacher has significant effect on students' reading comprehension achievement.

Information transfer and connection question techniques proved have significant effect on the improvement of students' reading comprehension achievement. Because of that, the researcher recommend English language teacher to develop these techniques so that the students' reading comprehension achievement can be maximized. If it is viewed from the significance level of both techniques on the improvement of students' reading comprehension achievement, the researcher recommends to apply both techniques in reading comprehension instructional process. The boredom felt by the students when they learn English can be handled by applying information transfer technique. Meanwhile the analysis level or the depth of instructional material can be dug by applying connection question technique. The researcher believes that if both techniques are applied at the same time by professional teacher, the students' reading comprehension achievement will improve significantly, but whatever instructional technique applied, the contribution of teacher's competency needs to be considered too.

### 5.3 Suggestions

Based on the research findings, it is suggested that:

1. Other researchers conduct similar research in other location as comparison by sharpening the research design, conducting the similar research at senior high school or vocational school, adding other variable that affects the students' achievement like students' perception on teacher, teachers' age, teachers' educational level, gender or other factors or adding research instrument just like questionnaire or field observation.

2. Both experimental variables in this research can be studied by conducting action research. By having principles of action research that applying some cycles, it can be known whether the theories which ground both techniques are proved or denied or even new theories are created. By doing a collaboration with some teachers, the research bias can be minimized.
3. Although an instructional technique is very good, the success of an instructional process also depends on the competency and professionalism of a teacher. Because of that, teaching quality and competency of a teacher should be improved especially English language teachers.
4. The success of reading comprehension instruction is also determined by the students' vocabulary mastery. English language teachers should master instructional technique that can be applied to improve the students' vocabulary mastery.

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