# CHAPTER V

## CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

### 5.1 Conclusions

Based on the data analysis and hypothesis testing, it concluded:

1. The students' achievement in reading comprehension that was taught by using Listen Read Discuss (LRD) strategy is significantly higher than those that taught by Reading Encode Annotate Ponder (REAP) strategy. It means that,Listen Read Discuss strategy affects reading comprehension better than Reading Encode Annotate Ponder strategy.

2. The students' learning interest significantly affects students' achievement in reading comprehension. The students' achievement in reading comprehension of the students who have high interest better than the students who have low interest.

3. There is an interaction between reading strategies and students' interest to the students' achievement in reading comprehension. The interaction is the students with high interest better to be taught with using LRD and the students who have low interest better to be taught by using REAP in their achievement in reading comprehension.

4. Listen-read-discuss (LRD) strategy is able to help the students' reading comprehension and Listen-read-discuss strategy gave significance effect to the students before and after being taught by using LRD strategy. It indicated that Listen read discuss strategy should be applied in English

teaching and learning process especially in reading comprehension about recount text

## 5.2 Implications

The first finding of this research reveals that the students' achievement in reading comprehension taught by using Listen Read Discuss strategy is significantly higher than that of students taught by using Reading Encode Annotate Ponder strategy. Thus, it implies English teacher should apply Listen Read Discuss strategy in teaching reading comprehension.

The second finding of this research reveals that the achievement in reading comprehension of the students who have high interest is significantly higher than that of the students who have low interest. Therefore, the teacher should pay more attention to the students' interest, so that the students can obtain better learning achievement especially in teaching reading comprehension.

Finally, the third research finding of this study reveals that there is interaction between reading strategies and students' interest to the students' achievements in reading comprehension. It implies that teachers should apply teaching methods which are suitable with students' interest so that the students can improve students' achievement in reading comprehension.

**5.3 Suggestions**

Based on the conclusion and implication above, there are some suggestions stated as follows;

1. English teacher are recommended to use Listen Read Discuss (LRD)and Reading Encode Annotate Ponder (REAP) Strategies because these two strategies canimprove students' achievement in reading comprehension. In addition, the teacher should recognize the students' interest before they apply these strategies in teaching reading comprehension in the classroom. Based on the research findings, the students' achievement in reading comprehension taught by using Listen Read Discuss Strategy was higher than the students' achievement taught by using Reading Encode Annotate Ponder strategy, and LRD is significantly more effective than REAP strategy.

2. The students are recommended to be more active to read in English in order to get reading skill. The students can use or choose which strategies are appropriate based on their ability between LRD and REAP Strategy

3. English teacher should pay more attention to the students' interest for the success of their achievement in reading comprehension.English teacher can also encourage low learning interest students to participate in study in order to get better achievement in reading comprehension.

4. Other researchers may take a further research in the area of Listen Read Discuss and Reading Encode Annotate Ponder Strategy can be used to increase the students' achievement in reading comprehension. Based on

the research findings that teaching strategies and students' interest significantly affect their achievement in reading comprehension, so the other researchers should consider this interaction in increasing their reading comprehension skill.